

Student Name \_\_\_\_\_

Teacher Name \_\_\_\_\_

School \_\_\_\_\_

System \_\_\_\_\_



# TENNESSEE

**Tennessee Comprehensive Assessment Program**  
**Achievement Test ~ Grade 3**  
**Item Sampler**  
**Version B**



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# Introduction

## **What is the TCAP Achievement Test?**

The TCAP Achievement Test is a multiple-choice test designed to measure student achievement in certain skills in four content areas: Reading/Language Arts, Mathematics, Science, and Social Studies. The sample questions in this on-line Item Sampler are representative of the item types and item formats that will be used in the actual test, including those questions with and without art.

## **What are the questions testing?**

Questions are written to test student performance in state content standards. The State Content Standards and Performance Indicators were developed by the Tennessee Department of Education. These Standards and Performance Indicators are listed on the State Department of Education Web site at <http://www.state.tn.us/education/curriculum.shtml>.

## **Who will be tested?**

All students in grades 3 through 8 will be tested.

## **How long will the tests take?**

The length of the tests will vary, depending on the grade level. The time limits are generous and allow most students time to finish. Extended time limits only apply to students who are eligible for special or English Language Learner (ELL) accommodations.

## **How do I use the sample questions?**

These questions provide information about the TCAP Achievement Test. The questions in the on-line Item Sampler are representative of questions that will be on the TCAP Achievement Test.

In a classroom learning session, these questions can be used to prepare students for the actual test. Item types with and without art are presented to better familiarize students with the actual test format.

An answer key for the sample questions is provided at the end of this on-line Item Sampler.

### **How will the tests be scored?**

The test answers will be machine scored. Results from the test provide information about how well students performed on the content being tested.

### **May calculators be used?**

Calculators may be used on Part 1 and 2 of the Mathematics portions of the TCAP Achievement Test (grades 3–8) as per system policy.

### **Which test accommodations may be used?**

The Achievement Test may be administered using various procedures that are used during the student's daily educational program. Certain conditions must be met for students to be eligible for special and ELL accommodations.

### **Here are some tips for preparing students for the test.**

Remind students to:

**Relax:** It is normal to be somewhat anxious before the test. Remember that the score is only one of a number of measures of performance.

**Listen:** Listen to and read the test directions carefully.

**Plan Use of Time:** First, answer all the questions you are sure about. Do not spend too much time on any one question. If a question seems to take too long, skip it and return to it later if you have extra time.

**Pause and Think:** If you are not sure how to answer a question, carefully read it again. Rule out answer choices that you know are incorrect and then choose from those that remain.

# Reading and Language Arts



## Directions

Read the poem. Then answer Numbers 1 through 5.

## Finding a Friend

- Fog floats up from the lake.  
As I sling the fishing line  
Up, out, and over  
The smooth water,  
5 The line spins in the air,  
Then stops,  
Drops,  
PLOPS!  
In the quiet lake, while  
10 I stand and wait, fishing  
And wishing for a friend.
- Out of the fog, across the water,  
A voice calls  
Quack!  
15 Coming closer  
Quack!  
Out of the fog  
QUACK!  
A duck slows to a stop.
- 20 He flaps up,  
Feet slapping  
As if he is clapping  
For my fine skill as a fisher.



Go On ►

25 All morning he swims  
And dives around me,  
Peeking in my fishing pail  
To see what I have found.

Not one single fish.  
Instead I have found a friend  
30 On a foggy morning  
At a quiet lake.

**Reporting Category:** 2 Vocabulary

**Performance Indicator:** 0301.1.19 Recognize grade appropriate vocabulary, including multiple-meaning words, within context.

**1** Read Lines 22 and 23 from the poem.

As if he is clapping  
For my fine skill as a fisher.

Which sentence uses the underlined word in the same way?

- A** It is fine with me if we go to the movies this weekend.
- B** Maria's fine for her late library book was a whole dollar.
- C** Cody did a fine job weeding the garden.
- D** The baby's hair is very soft and fine.

**Reporting Category:** 5 Logic

**Performance Indicator:** 0301.5.1 Draw appropriate inferences and conclusions from text.

**2** How does the narrator of the poem most likely feel in the first stanza?

- F** scared
- G** kind
- H** thrilled
- J** lonely

**Reporting Category:** 6 Informational Text

**Performance Indicator:** 0301.6.5 Recognize the parts of a book (e.g., glossary, table of contents).

**3** Bridget has a book titled *Animal Poems for Kids*. Below is a page from the book.

Finding a Friend .....	6
Sing Me a Song .....	7
The Littlest Goat .....	9
Rabbit, Rabbit .....	11
The Robin's Nest .....	12

Which part of the book is shown?

- A** cover
- B** glossary
- C** title page
- D** table of contents

*Go On ►*

**Reporting Category:** 7 Literature

**Performance Indicator:** 0301.8.1 Identify and/or select rhyming words

**4** Which words from the poem rhyme?

**F** fog, duck

**G** stand, stop

**H** across, closer

**J** around, found

**Reporting Category:** 7 Literature

**Performance Indicator:** 0301.8.2 Identify setting, characters, and plot in a reading selection.

**5** The setting of this poem is most likely

**A** at a petting zoo.

**B** in the country.

**C** close to the desert.

**D** near a busy street.

**Directions**

Read the passage. Then answer Numbers 6 through 14.

## Coloring the World

- 1 Have you ever heard of a color called “macaroni and cheese”? Have you ever drawn a picture using “tickle me pink” or “fuzzy wuzzy brown”? These funny names are given to some colors of Crayola® crayons. Many children start the school year with a new box of crayons. Scientists think that most kids have used about 730 crayons by the age of ten! Most kids use crayons every day. However, not many children know how crayons are made.

### How Are Crayons Made?

- 2 Crayons are made from wax and special powders. Blocks of wax are heated in large pots until they melt. One powder is added to make the crayons strong. A different powder is added to color the wax. The hot wax is mixed and poured into molds shaped like crayons. The molds are then dipped into cool water to make the wax hard again. After that, the crayons are removed from the mold, and a machine puts a label on each one. Workers inspect the crayons to make sure there are no broken tips or other mistakes. Finally, the crayons are put into boxes and shipped to stores all over the world.

### When Were Crayons Invented?

- 3 Edwin Binney and C. Harold Smith were cousins. They started a company in 1885. The Binney & Smith Company made special pencils for schools. These special pencils were made with a rock called slate. Since this rock could be found in Easton, Pennsylvania, Binney and Smith built their business there. School children used their pencils to write on small chalkboards. Writing with these pencils was like writing with chalk. Students used these pencils and chalkboards like people use paper and pencils today.
- 4 The company also made wax crayons. It sold them to businesses. People used them to write on wooden boxes. These crayons were not safe for children, so the cousins began using safer materials. The first box of crayons for children was sold in 1903 and cost one nickel. A box of crayons had eight colors: red, blue, black, green, yellow, orange, brown, and violet.
- 5 Alice Binney was Edwin’s wife. She put the French words for “chalk” and “oily” together to make the word “Crayola.” Crayola crayons became very popular. In 2007, the Binney & Smith Company changed its name to Crayola.



A factory worker inspects the crayons before shipping.

*Go On ►*

## What Is the Crayola Company like Today?

6 The Crayola Company still makes millions of crayons each day. Crayons are made in over one hundred different colors. Many people visit the factory each year. Because many visitors are children, the company built a special place just for kids. It is called the Crayola FACTORY®. It is located near the original crayon factory. Children of all ages can now learn how crayons are made.



A giant box of crayons sits on top of The Crayola Factory.

7 The Crayola Company continues to make new types of crayons. One smells like flowers. Others sparkle or even glow in the dark. Many new colors have also been created. There have been contests to name these new colors. The Crayola Company also makes new products such as markers, chalk, and clay. Who knows what Crayola will create next?

**Reporting Category:** 2 Vocabulary

**Performance Indicator:** 0301.1.17 Select appropriate synonyms and antonyms within context.

**6** Read this sentence from Paragraph 2.

The molds are then dipped into cool water to make the wax hard again.

Which word means about the same as dipped?

- F** tossed
- G** splashed
- H** lowered
- J** passed

**Reporting Category:** 2 Vocabulary

**Performance Indicator:** 0301.1.20 Determine word meaning through context clues.

**7** Read this sentence from Paragraph 2.

Workers inspect the crayons to make sure there are no broken tips or other mistakes.

What does the underlined word mean?

- A** guard
- B** enjoy
- C** press
- D** study

**Reporting Category:** 3 Writing and Research

**Performance Indicator:** 0301.4.1 Identify the most reliable sources of information to support a research topic

**8** Jana wants to learn more about the people who invented crayons. The source that will give Jana the most reliable information is a

- F** map of businesses in Easton, Pennsylvania.
- G** newspaper advertisement for school supplies.
- H** chapter about inventors in a history book.
- J** website about Binney and Smith.

*Go On ►*

**Reporting Category:** 3 Writing and Research

**Performance Indicator:** 0301.4.4 From a given list, identify information that is (or is not) available in a certain reference source (e.g., what information does one find in a thesaurus).

**9** Which information from the passage would a student find in an atlas?

- A** the definition of the word “slate”
- B** a synonym for the word “mold”
- C** the location of the Crayola Company
- D** a biography of Edwin Binney

**Reporting Category:** 5 Logic

**Performance Indicator:** 0301.5.3 Identify stated cause-effect relationships in text.

**10** The Binney & Smith Company was built in Easton, Pennsylvania, because

- F** other pencil companies were there.
- G** the city was a popular place for people to visit.
- H** a certain kind of rock was found in the area.
- J** there were enough people to provide many workers.

**11** The main idea of Paragraph 7 is mostly about the

- A** history of the Crayola Company.
- B** new products made by the Crayola Company.
- C** steps required for the Crayola Company to make crayons.
- D** decision for the Crayola Company to sell crayons to children.

**12** Read these sentences from Paragraph 3.

School children used their pencils to write on small chalkboards.  
Writing with these pencils was like writing with chalk. Students used  
these pencils and chalkboards like people use paper and pencils today.

Which photograph best matches these sentences?

**F**



**H**



**G**



**J**



**Reporting Category:** 6 Informational Text

**Performance Indicator:** 0301.6.7 Arrange a set of instructions in a sequential, step-by-step order

**13** Read these steps for making crayons.

1. People check the crayons before shipping.
2. Large pieces of wax are heated.
3. Powders are added for strength and color.
4. Crayons are molded into the correct shape.

According to the passage, in which order should these steps be arranged?

- A** 2, 3, 4, 1
- B** 1, 2, 4, 3
- C** 2, 4, 3, 1
- D** 3, 1, 4, 2

**Reporting Category:** 4 Communication and Media

**Performance Indicator:** 0301.7.3 Recognize the sort of information available through a specific medium (e.g., the accent and emotion through audiotapes; visual images through videos).

**14** A class is watching a video about a crayon factory. The video will not help the students understand how

- F** pleased people are when they visit.
- G** many colors are available.
- H** much time is needed to make crayons.
- J** a crayon feels when it is first made.

*Go On ►*

**Directions**

Read and answer Number 15.

**Reporting Category:** 1 Language

**Performance Indicator:** 0301.1.9 Identify the correct use of commas with dates, addresses, items in a series, and the greeting and closing of a friendly letter.

**15** Read this sentence.

My school held its first craft fair on Friday December 16 2011.

**What is the correct way to use commas in the sentence?**

- A** My school held its first craft fair on Friday December 16, 2011.
- B** My school held its first craft fair on Friday, December 16, 2011.
- C** My school held its first craft fair on Friday December, 16, 2011.
- D** My school held its first craft fair on Friday, December, 16 2011.

## Directions

Lisa gave this speech at a teachers' meeting. Read the speech and answer Numbers 16 through 23.

### Third-Grade Newspaper

1 Hello, third-grade teachers. Thank you for letting me speak to you today. My name is Lisa Mann. I am in Ms. Ling's third-grade class. I have a great idea that will help our school. I think the third-grade classes should start a monthly newspaper. There are three reasons why starting a third-grade newspaper is a good idea.

2 First, the newspaper will give students a real reason to write. The newspaper could be divided into parts. Each part could be written by a student writing team. All third graders would be on a writing team and would have a chance to write for the paper. Each team of students would write about a different event. Students could write about events that happen at school. For example, one team could write about some students in Ms. Steed's music classes. The students formed a recorder group and call themselves The Rockin' Recorders. The writing team could include a photo with their article too.



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**The Rockin' Recorders**  
Timmy, Julie, Jeremy, Sierra

3 Second, the newspaper would be a great way for families to learn about school events. One part of the paper could highlight field trips and special class projects. Students could write short articles about the trips and projects. The articles could list items that students need to bring to class. For example, every year Mr. Dodd's classes learn about traditions around the world. The students are asked to bring in foods made in different countries. A reminder could be put in the newspaper so parents know what items to send to school.

4 Finally, a newspaper could be a place to show our own work. It could have stories and poems. It could even have jokes. Maybe one team could draw a comic strip. It would be fun to share our own writing with everyone.

5 Thank you for allowing me to speak at your meeting. I think a newspaper is a great project for the third graders. A student newspaper could teach us how to divide the work fairly. We would use our listening skills to hear all opinions in our news teams. The newspaper would allow our families to know what is happening at our school. It would also be a place to show our creativity. I hope you agree.



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**I'm ready to deliver  
the news!**

*Go On ►*

**Reporting Category:** 4 Communication and Media

**Performance Indicator:** 0301.2.1 Identify the main idea of a speech.

**16** What is Lisa mainly asking the teachers to do?

- F** let students work together
- G** make more time for writing
- H** teach students a new skill
- J** start a new school project

**Reporting Category:** 4 Communication and Media

**Performance Indicator:** 0301.2.2 Given a list of interactive behaviors (i.e., taking turns, behaving courteously, not interrupting, listening, remaining on task), identify those that are appropriate (or inappropriate) for group activities.

**17** While Lisa is giving her speech, she can expect the teachers to

- A** stop her and ask questions.
- B** listen quietly while she speaks.
- C** discuss the idea while she presents.
- D** respond to her with their own ideas.

**18** After listening to Lisa’s speech, a teacher summarizes what he heard. Read the summary.

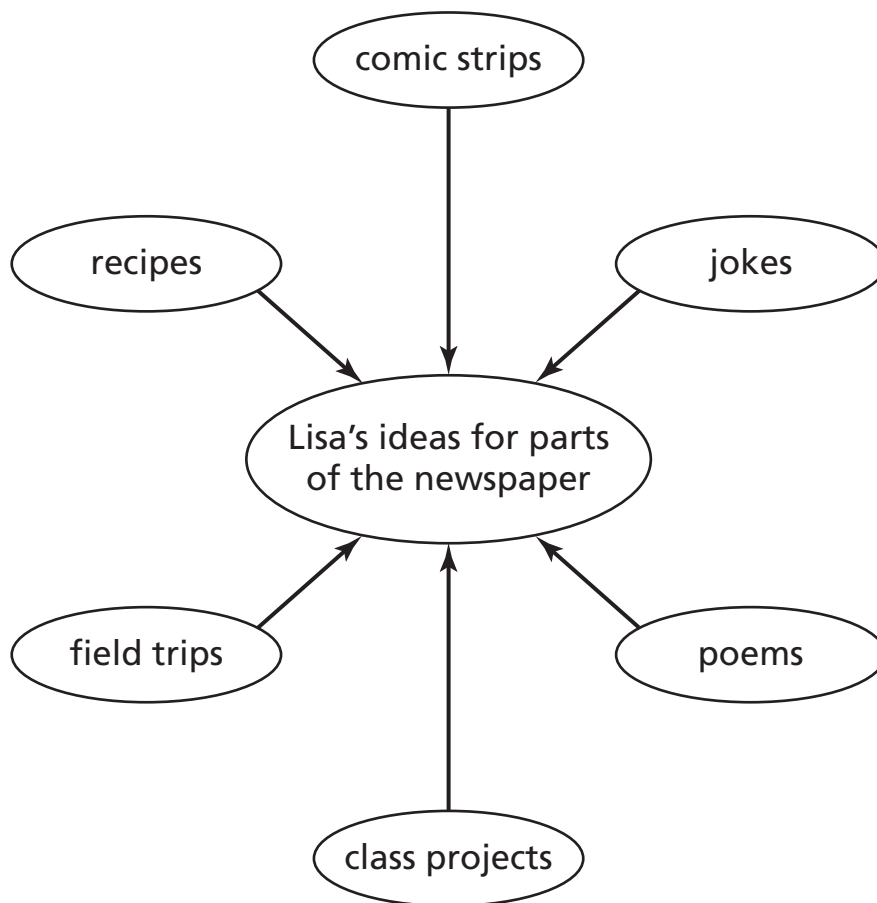
Lisa thinks her idea would provide all students a real purpose for writing and working together. Lisa enjoys writing about the music group she joined. Her idea would also be a good way to share important school information with students’ families. Students could show off both their school work and creativity.

Which sentence from the summary has information not mentioned in the speech?

- F** Lisa thinks her idea would provide all students a real purpose for writing and working together.
- G** Lisa enjoys writing about the music group she joined.
- H** Her idea would also be a good way to share important school information with students’ families.
- J** Students could show off both their school work and creativity.

Performance Indicator: 0301.4.2 Complete a simple graphic (e.g., chart, web) organizing information from text or technological sources.

**19** A student created this web after listening to Lisa's speech.



Which information does not belong in the web?

- A** recipes
- B** comic strips
- C** class projects
- D** jokes

**Reporting Category:** 5 Logic

**Performance Indicator:** 0301.5.2 Distinguish between fact and opinion within text.

**20** Which sentence from the speech is a fact?

- F** There are three reasons why starting a third-grade newspaper is a good idea.
- G** The students are asked to bring in foods made in different countries.
- H** It would be fun to share our own writing with everyone.
- J** I think a newspaper is a great project for the third graders.

**Reporting Category:** 6 Informational Text

**Performance Indicator:** 0301.6.4 Locate information using available text features (e.g., charts, maps, graphics).

**21** The caption under the picture of a girl holding newspapers tells the reader that the girl

- A** is excited about her work.
- B** enjoys meeting new people.
- C** enjoys writing stories.
- D** is in charge of a project.

*Go On ►*

**Reporting Category:** 4 Communication and Media

**Performance Indicator:** 0301.7.1 Determine the main idea in a visual image

**22** The main idea of the photo after Paragraph 2 is that the students

- F** have little experience playing music.
- G** practice and perform music together.
- H** want to write about music for the project.
- J** sit quietly and listen in class.

**Reporting Category:** 4 Communication and Media

**Performance Indicator:** 0301.7.4 Choose the most effective medium to enhance a short oral presentation (e.g., still pictures, a model, short video clip, recording).

**23** Which medium would be best for Lisa to show the teachers during her speech?

- A** a recording of Lisa reading something she wrote for class
- B** a calendar showing suggested dates for delivering the school newspaper
- C** a chart listing the favorite books of several third-grade students
- D** a video clip of students practicing the recorders in music class

**Directions**

Read the play. Then answer Numbers 24 through 27.

## Curt the Chameleon

**CHARACTERS:**

**CURT**, a chameleon lizard

**MIKE**, Curt's older brother

**SUZY**, a female chameleon lizard

### SCENE 1

(Setting: The edge of a swamp. CURT and MIKE are talking.)

**CURT:** (Pouts.) It's not fair!

**MIKE:** Don't gripe, Curt! You can do everything else that chameleons do.

**CURT:** (Rolls eyes.) I know, I know. I can roll my eyes in different directions at the same time. I can also walk along a thin branch, holding on with just two fingers. (Holds up two fingers.)

**MIKE:** Don't forget that you can stick out your tongue as fast as lightning and zap a fly. Not all of us can do that trick. You should feel special!

**CURT:** That's easy for you to say. You and all the other chameleons can do the cleverest trick of all. You can change the color of your skin. If you sit on the yellow sand, your skin looks yellow. When you sit on a red flower, you turn red. But I always stay the same color! It seems like I'll never learn how to do it!

**MIKE:** (Sighs.) I'm sorry, little brother. Keep practicing. You'll soon be able to change colors too! You just have to focus on the problem!

(MIKE walks to an orange flower and begins to change bright orange.)

**CURT:** (Rolls his eyes.) Showoff!

(Lights dim.)

### SCENE 2

(Setting: The next day. CURT sits on a tree branch. The tree is covered with bright green leaves. A fly buzzes behind CURT.)

**CURT:** (Without moving, shoots out his tongue to quickly grab the fly.) Yum. Flies are my favorite! (Licks his lips.)

**SUZY:** (Offstage.) Wow, that was a great shot!

*Go On ►*

**CURT:** (Looks around.) Who's there?

**SUZY:** (Steps out from behind a leaf.) It's me, Suzy. I've been watching you. You seem so sad, Curt. Is there something wrong?

**CURT:** (Shakes head.) I keep trying to change colors like the others. I wish I could, but I can't.  
(Begins to turn blue.)

**SUZY:** (Smiles.) You sure know how to catch flies, though. I wish I could do that as well as you.

**CURT:** (Smiles shyly.) Uh . . . thanks! (Begins to turn pink.)

**SUZY:** (Shouts loudly.) Hey, you're turning pink! You feel embarrassed, don't you?

**CURT:** (Rolls his eyes and blushes even more.) Yes, I do.

**SUZY:** I wonder if you have the same problem I had last year. I kept trying to change colors by just sitting on a colored flower. I couldn't do it either, Curt. One day, after trying really hard, I felt angry at myself. Then, all of a sudden, I turned red! I have an idea. When you were sad, you were turning blue. Then you turned pink when I complimented you. Let's try something. Make yourself feel angry.

(CURT makes a mean face and turns dark red.)

**SUZY:** Now try feeling sad again. I think it's working!

(CURT frowns and turns blue. Then he turns green.)

**SUZY:** Hey, now you're green!

**CURT:** (Smiles.) I'm feeling happy! I guess there is a way for me to change colors. I just have to concentrate on my feelings. I don't know how to thank you, Suzy.

**SUZY:** I know how you can thank me, Curt. Teach me how to catch flies like you. My tongue is as slow as a snail!

(CURT and SUZY laugh.)

## **CURTAIN**

**Reporting Category:** 2 Vocabulary

**Performance Indicator:** 0301.1.16 Determine word meanings using prefixes and suffixes and/or context clues

**24** Read this line from Scene 1.

**CURT:** That's easy for you to say. You and all the other chameleons can do the cleverest trick of all. You can change the color of your skin. If you sit on the yellow sand, your skin looks yellow. When you sit on a red flower, you turn red. But I always stay the same color! It seems like I'll never learn how to do it!

The underlined word means that the trick is performed

- F** quietly.
- G** skillfully.
- H** quickly.
- J** safely.

**Reporting Category:** 6 Informational Text

**Performance Indicator:** 0301.6.1 Select questions used to focus and clarify thinking before, during, and after reading text.

**25** Which question is answered in the play?

- A** What is Curt's special talent?
- B** What is Curt's favorite color?
- C** How long is Curt's tongue?
- D** Who is Curt's best friend?

*Go On ►*

**Reporting Category:** 7 Literature

**Performance Indicator:** 0301.8.3 Identify forms of text as poems, plays, or stories.

**26** A reader knows that “Curt the Chameleon” is a play because the

- F** setting is described in detail by the main character.
- G** actions of each character are described using stage directions.
- H** dialogue between the characters is divided into paragraphs.
- J** characters express factual information.

**Reporting Category:** 7 Literature

**Performance Indicator:** 0301.8.4 Recognize basic plot features of fairy tales, folk tales, fables, and myths.

**27** This play is considered a folktale because it

- A** takes place in an outdoor setting.
- B** includes talking animals.
- C** explains something in nature.
- D** teaches an important lesson.

**Directions**

Read and answer Number 28.

**Reporting Category:** 1 Language

**Performance Indicator:** 0301.1.11 Rearrange and identify words in alphabetical order (e.g., lists, phone directory).

**28** Look at these guide words from the top of a dictionary page.

sparkle      swallow

Which word would also appear on this dictionary page?

**F** stream

**G** space

**H** swam

**J** sort

*Go On ►*

**Directions**

Kaitlyn wrote this letter to her friend. It contains mistakes. Read the letter and answer Numbers 29 through 38.

March 15, 2011

Dear Marissa,

(1) I am having a terrific time on my trip to Colorado. (2) Mom, Dad, and I arrived at Aunt Lucy's house on Friday. (3) The car trip was long, but it went by fast. (4) The highway looked like a wavy ribbon stretching out in front of us.

(5) My aunt lives out in the country. (6) I worried that there wouldn't be nothing to do and no one to play with there. (7) I felt really sad and lonely that first night.

(8) Saturday turned out great! (9) Early yesterday morning, Aunt Lucy took us to her friend's farm to ride horses. (10) Aunt Lucy's friend has a daughter just my age. (11) Her name is Lily, and she let me ride her horse, Star. (12) He is big and brown. (13) He also has a white patch of fur on his head that looks like a star. (14) We rode on some trails in the woods. (15) Then we walked along the banks of the Colorado river. (16) Aunt Lucy said we could fish in the river. (17) We made plans to come back to fish and have a picnic at the farm on Sunday afternoon.

(18) The picnic was perfect. (19) Aunt Lucy made the greatest sandwiches I've ever had. (20) For dessert, we had brownies my dad and I made? (21) After eating, my dad showed us how to fish for trout in the river. (22) Then Lily and I played hide-and-seek and told storys under a big tree while the grownups talked.

(23) This trip sure has been fun, but I'll be happy to see you at home next week!

Your friend,  
Kaitlyn

**Reporting Category:** 1 Language

**Performance Indicator:** 0301.1.4 Identify correctly used capital letters in names, dates, and addresses.

**29** Read Sentence 15.

Then we walked along the banks of the Colorado river.

What is the correct way to write the underlined words?

- A** colorado river
- B** colorado River
- C** Colorado River
- D** correct as is

**Reporting Category:** 1 Language

**Performance Indicator:** 0301.1.5 Select the simple subject and predicate of a sentence.

**30** Read Sentence 17.

We made plans to come back to fish and have a picnic at the farm on Sunday afternoon.

Which underlined word is the simple subject in this sentence?

- F** We
- G** plans
- H** farm
- J** Sunday

*Go On ►*

**Reporting Category:** 1 Language

**Performance Indicator:** 0301.1.6 Select the compound sentence that correctly combines two simple sentences.

**31** Read Sentences 12 and 13.

He is big and brown. He also has a white patch of fur on his head that looks like a star.

Choose the best way to combine these sentences.

- A** He is big and brown, or he has a white patch of fur on his head that looks like a star.
- B** He is big and brown, because he has a white patch of fur on his head that looks like a star.
- C** He is big and brown, so he has a white patch of fur on his head that looks like a star.
- D** He is big and brown, and he has a white patch of fur on his head that looks like a star.

**Reporting Category:** 1 Language

**Performance Indicator:** 0301.1.7 Recognize correct capitalization and end punctuation within context.

**32** Read Sentence 20.

For dessert, we had brownies my dad and I made?

What is the correct way to write this sentence?

- F** For dessert, We had brownies my dad and I made.
- G** for dessert, we had brownies my dad and I made!
- H** For dessert, we had brownies my dad and I made.
- J** correct as is

**Reporting Category:** 1 Language

**Performance Indicator:** 0301.1.8 Choose the correct formation of contractions and plurals within context.

**33** Read Sentence 23.

This trip sure has been fun, but I'll be happy to see you at home next week!

What does the underlined contraction mean?

- A** I had
- B** I have
- C** I am
- D** I will

**Reporting Category:** 1 Language

**Performance Indicator:** 0301.1.12 Choose correctly (or incorrectly) spelled words in context.

**34** Read Sentence 22.

Then Lily and I played hide-and-seek and told storys under a big tree while the grownups talked.

Which underlined word is not spelled correctly?

- F** played
- G** storys
- H** under
- J** while

*Go On ►*

**Reporting Category:** 1 Language

**Performance Indicator:** 0301.1.13 Recognize grade level compound words, contractions, and common abbreviations within context.

**35** Which word from the letter is a compound word?

- A** highway
- B** country
- C** lonely
- D** daughter

**Reporting Category:** 1 Language

**Performance Indicator:** 0301.1.14 Recognize usage errors occurring within context (i.e., double negatives, troublesome words: to/too/two; their/there/they're).

**36** Read Sentence 6.

I worried that there wouldn't be nothing to do and no one to play with there.

Choose the correct way to rewrite the underlined words.

- F** would be nothing to do
- G** would be anything to do
- H** would never be nothing to do
- J** correct as is

**Reporting Category:** 1 Language

**Performance Indicator:** 0301.1.15 Recognize root words and their various inflections (e.g., walks, walking, walked).

**37** Read Sentence 21.

After eating, my dad showed us how to fish for trout in the river.

What is the root word of showed?

- A** how
- B** show
- C** owed
- D** wed

**Reporting Category:** 2 Vocabulary

**Performance Indicator:** 0301.1.18 Distinguish individual sounds, including consonant blends, within words.

**38** Read Sentence 4.

The highway looked like a wavy ribbon stretching out in front of us.

Choose the word that has the same beginning sound as stretching.

- F** stopping
- G** stirring
- H** struggling
- J** steaming

*Go On ►*

**Directions**

Read the passage. Then answer Numbers 39 through 42.

## Parrot Surprise

1 “Woof! Woof!” There was the sound again! Mira looked all around the yard but could not see a dog anywhere. She opened the door and called to her mother, “Mom! I hear that dog barking again!”

2 Mira’s mother walked into the front yard. “Woof! Woof!” The sound was coming from a tree. Mira and her mother looked up in the branches. There sat a bright red-and-yellow parrot. It was making noises just like a dog. *This is the most amazing creature I’ve ever seen*, thought Mira. Mira and her mother knew they needed to get the parrot out of the tree and into a safe place.

3 Mira’s mother ran into the house and returned with a slice of apple. Mira took the apple slice and held out her arm to the parrot. It flew down to the ground one branch at a time and reached for the apple. Mira walked backward to her front door, keeping the apple slice just out of the bird’s reach. Finally, the parrot hopped inside the house, and Mira’s mother shut the door. Mira dropped the apple slice. As if to thank her, the parrot said, “Woof! Woof!” Then it began to pick at the apple slice with its curved beak.

4 “I’ve always heard that parrots can imitate the sounds they hear, but I’ve never seen one do it,” said Mira’s mother, smiling.

5 “We should go to the store and get it a birdcage and some food,” Mira replied eagerly. “It might also need — ”

6 Mira’s mother gently interrupted, “Mira, dear, this is a very special bird. I know how much you would love to keep this bird as a pet, but I think it probably already has a home. Think about how sad its owner must be.”

7 Mira knew her mother was right. Mira’s mother suggested that they call the veterinarian’s office to see if anyone had reported a missing bird. Mira agreed, so her mother started looking for the phone number. Meanwhile, Mira whistled to the bird, which she had secretly named Clifford. She hoped that the owner would not be found. Then maybe her mother would let her keep Clifford. Moments later, bits of her mother’s phone conversation cut into Mira’s fantasy.

8 “So the owner has called about the bird? Yes, we can bring the bird to the office. Yes, we have an animal crate. We’ll be there in a few minutes. Goodbye.” She hung up the telephone.

9 Mira’s mother spun into action. “Help me get the animal crate out of the garage. We need to take the bird to the veterinarian’s office now.”

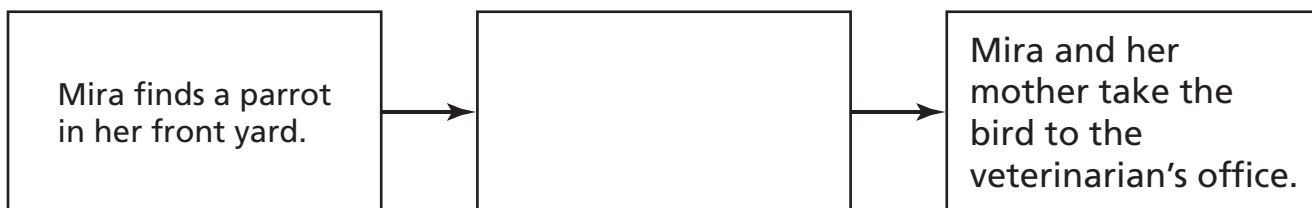


- 10 Mira shook her head sadly. “Woof! Woof!” exclaimed Clifford. The bird seemed to know what was happening. Mira thought Clifford’s bark sounded sad too.
- 11 Twenty minutes later, Mira’s mother carried the crate carefully through the door at the veterinarian’s office. A little girl and her father were sitting in the waiting area. When the little girl saw Clifford inside the crate, she smiled and started jumping up and down. The parrot began shrieking excitedly, “Woof! Woof!” Even though Mira was sad to say goodbye to Clifford, when she saw the little girl’s smile, she felt herself smiling.
- 12 “I’m very proud of you, Mira,” her mother said. Mira grinned. She felt proud of herself too. Mira thought quietly and then said, “Mom, since you’re so proud of me, would it be OK if we stop at the pet store on the way home?”

**Reporting Category:** 5 Logic

**Performance Indicator:** 0301.5.4 Determine sequence of events in text.

**39** Read the chart below.



**Which event belongs in the empty box?**

- A** Mira secretly names the parrot Clifford.
- B** Mira asks if she can go to the pet store.
- C** The parrot shrieks when it sees its owner.
- D** The girl thanks everyone for finding her pet.

*Go On ►*

**Reporting Category:** 6 Informational Text

**Performance Indicator:** 0301.6.6 From a list of statements, locate the factual statements from the fictional ones

**40** After reading the story, Landon wrote a report on parrots. Read the list he made.

**Facts about Parrots**

1. Parrots eat fruit.
2. Parrots can repeat sounds they hear.
3. Parrots are the easiest pets to keep.
4. Parrots have brightly colored feathers.

Which sentence is not a fact and should be removed from Landon's list?

- F** Sentence 1
- G** Sentence 2
- H** Sentence 3
- J** Sentence 4

**Reporting Category:** 7 Literature

**Performance Indicator:** 0301.8.5 Identify the author's purpose (e.g., to entertain, to inform, to describe, to share feelings).

**41** The author's main reason for writing this story is to

- A** inform readers about how to care for parrots.
- B** describe to readers the reasons for having pet parrots.
- C** entertain readers with the story of a parrot.
- D** share feelings about enjoying a parrot as a pet.

**Reporting Category:** 7 Literature

**Performance Indicator:** 0301.8.6 Determine the problem in a story and recognize its solution.

**42** How does Mira solve the problem in the story?

- F** She returns the bird to its owners.
- G** She asks her mother for a new pet.
- H** She gives the bird to her neighbor.
- J** She decides to keep the bird.

*Go On ►*

**Directions**

Read and answer Number 43.

**Reporting Category:** 3 Writing and Research**Performance Indicator:** 0301.3.6 Rearrange sentences to form a sequential, coherent paragraph**43** Read these sentences.

1. Finally, she tried squeezing Barnaby's favorite squeaky toy.
2. Barnaby heard his toy and raced into the room.
3. Marisol could not find her dog Barnaby.
4. She looked in the kitchen, under her bed, and in her brother's room.

Which is the best order for the sentences?

- A** 4, 3, 2, 1
- B** 3, 1, 2, 4
- C** 4, 1, 3, 2
- D** 3, 4, 1, 2

**Directions**

Tessa wrote this book report for reading class. It contains mistakes. Read the book report and answer Numbers 44 through 49.

(1) I just read a book that I was not sure I would enjoy. (2) It turned out to be a good choice. (3) The author, Blair Brown, tells a story about a girl who does what she enjoys even though other kids tease her.

(4) The main characters is Jess. (5) Jess has an unusual interest. (6) She collects and studies bugs. (7) Beth, a girl in Jess's class, tells the other students that Jess is dirty because she crawls around looking for bugs. (8) The other girls in the class do not want to play with her. (9) Jess never pays no attention to what Beth says. (10) She just keeps looking for bugs.

(11) One day, the teacher asks Jess to share her bug collection with the class. (12) Jess shows them a bug called a walking stick. (13) This bug lives in a tree and looks like a small branch (14) Jess tells the class that this is a special way for the bug to hide from the animals who might want to eat it. (15) The other kids in the class are amazed. (16) Beth discovers that she likes the walking stick. (17) She also likes learning about the other bugs Jess shows the class. (18) By the end of the story, Beth and Jess become friends. (19) Jess even helps Beth start her own bug collection.

(20) This is a great book. (21) It is the kind of book that makes the reader feel happy after finishing it. (22) I think everyone in the class should read this book.

**Reporting Category:****1 Language****Performance Indicator:****0301.1.1 Identify the correct use of nouns (i.e., as subjects, singular and plural) within context.****44** Read Sentence 4.

The main characters is Jess.

What is the correct way to write the underlined words?

**F** character is

**G** character are

**H** characters are

**J** correct as is

*Go On ►*

**Reporting Category:** 1 Language

**Performance Indicator:** 0301.1.10 Identify declarative, interrogative, and exclamatory sentences by recognizing appropriate end marks

**45** Read Sentence 16.

Beth discovers that she likes the walking stick.

This sentence is best described as

- A** declarative.
- B** exclamatory.
- C** interrogative.
- D** command.

**Reporting Category:** 3 Writing and Research

**Performance Indicator:** 0301.3.1 Identify the purpose for writing (i.e., to entertain, to inform, to respond to a picture, story, or art).

**46** What is the purpose of this book report?

- F** to inform people about different types of bug collections
- G** to respond to a story about a girl who collects bugs
- H** to entertain people with a story about a girl who collects bugs
- J** to inform people about how to start a bug collection

**Reporting Category:** 3 Writing and Research

**Performance Indicator:** 0301.3.2 Identify the audience for which a text is written.

**47** Who would benefit most from reading this book report?

- A** people who study bugs in a lab
- B** children who have interesting hobbies
- C** parents who want to learn how to catch bugs
- D** girls who like to make new friends

**Reporting Category:** 3 Writing and Research

**Performance Indicator:** 0301.3.7 Choose the most specific word to complete a simple sentence.

**48** Read Sentence 22.

I think everyone in the class should read this book.

Choose the most specific word to replace think.

- F** know
- G** imagine
- H** believe
- J** sense

*Go On ►*

**Reporting Category:** 3 Writing and Research

**Performance Indicator:** 0301.3.8 Select an appropriate title that reflects the topic of a written selection.

**49** Choose the best title for this book report.

- A** Jess and Beth
- B** Jess Has Fun
- C** Jess and the Bug Collection
- D** Jess and Beth Go on a Bug Hunt

**Directions**

Read this letter from Miguel to his grandmother. It contains mistakes. Read the letter and answer Numbers 50 through 56.

June 5, 2011

Dear *Abuela*,

1        Thank you for your letter. I miss you very much, and I miss your homemade *tamales* too! I told some of my friends that a tamale is a good chicken filling that is spooned onto a natural corn husk that has been spread with corn paste and wrapped tightly. Tamales are steamed until they are hot. Now my friends can hardly wait to try a new food? I hope you don't mind that I promised them each at least one. I'm sure you will be happy to make some extra tamales the next time you visit since you are the best cook ever!

2        It has rained every day this week. Is it very hot in Mexico? Mom, Dad, Carmen, and I would like to come visit you this fall. Dad says it were cooler in Mexico then. I do not think he does not like really hot weather like I do.

3        We are all excited to see you again. Carmen and I cannot wait to meet your new puppy too. Did you name the puppy yet?

4        Please tell *Abuelo* that we miss him too. We will bring him some of his favorite sweets from a little candy shops at the end of our street. He said he would take us fishing the next time we visit. I'm looking forward to it. Carmen says she would rather go shopping with you and Mom than go fishing. Maybe you can convince her that being on a boat is better than being in the stores! I just finished reading a book that explains how to build a model boat. After all, I like having the whole family together.

*Adios,*  
Miguel

Go On ►

**Reporting Category:** 1 Language

**Performance Indicator:** 0301.1.2 Identify the correct use of verbs (i.e. present, past, and future tense) within context

**50** Read these sentences from Paragraph 2.

Mom, Dad, Carmen, and I would like to come visit you this fall. Dad says it were cooler in Mexico then.

What is the correct way to write the underlined word?

- F** to be
- G** will be
- H** being
- J** correct as is

**Reporting Category:** 1 Language

**Performance Indicator:** 0301.1.3 Identify the correct use of adjectives (i.e., comparative and superlative) within context

**51** Read this sentence from Paragraph 1.

I'm sure you will be happy to make some extra tamales the next time you visit since you are the best cook ever!

What is the correct way to write the underlined word?

- A** better
- B** more better
- C** most best
- D** correct as is

**Reporting Category:** 3 Writing and Research

**Performance Indicator:** 0301.3.3 Choose a topic sentence for a paragraph.

**52** Which sentence would best begin Paragraph 2?

- F** I remember that the name of your town is Tuxpan.
- G** I hope the weather in Tuxpan is better than our weather.
- H** What is happening right now in Tuxpan where you live?
- J** When will you leave Tuxpan and visit us in Tennessee?

**Reporting Category:** 3 Writing and Research

**Performance Indicator:** 0301.3.4 Choose a supporting sentence that best fits the context and flow of ideas in a paragraph

**53** Choose the best sentence to add support to the end of Paragraph 3.

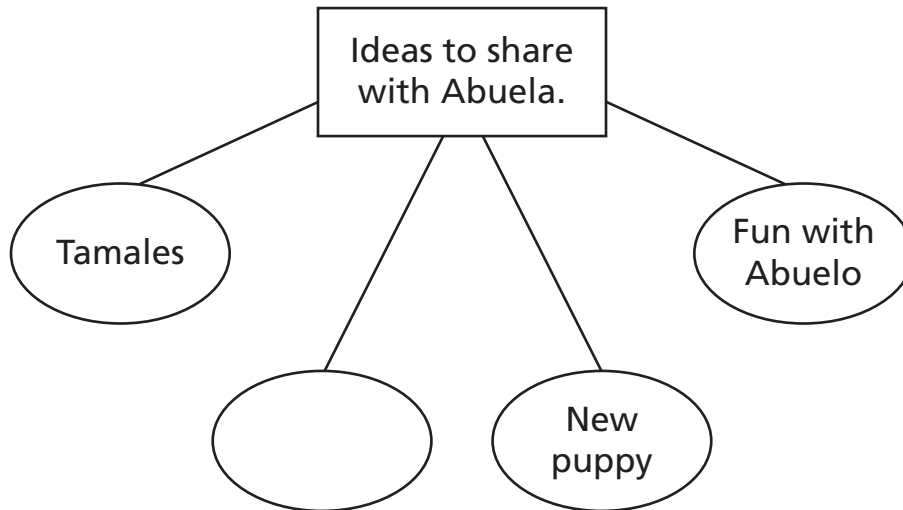
- A** I sent you a picture two years ago when we got our puppy.
- B** About half of the people on our street have a dog or a cat.
- C** How much do you think your new puppy weighs?
- D** Maybe you should name him Miguel after your favorite grandson!

*Go On ►*

**54** Which sentence from Paragraph 4 does not belong in Miguel's letter?

- F** Carmen says she would rather go shopping with you and Mom than go fishing.
- G** Maybe you can convince her that being on a boat is better than being in the stores!
- H** I just finished reading a book that explains how to build a model boat.
- J** After all, I like having the whole family together.

**55** Before writing his letter, Miguel made this planning web.



Which idea best fits in the empty oval?

- A** Building boats
- B** Weather
- C** Shopping
- D** New foods

**56** Miguel's friend wants to learn to make tamales. What is the best source to find this information?

- F** a website about Mexican cooking
- G** an online encyclopedia entry about Mexican food
- H** an article about growing corn in Mexico
- J** a world atlas identifying the location of Mexico

**Directions**

Read and answer Number 57.

**Reporting Category:** 4 Communication and Media

**Performance Indicator:** 0301.7.2 Select the most appropriate medium or media for accessing information, writing a report, or making a presentation

**57** Isaac is writing a science report about rain. Which source will give Isaac the best information on this topic?

- A** an online dictionary entry for rain
- B** a picture book titled *Look at the Rain!*
- C** a nonfiction book titled *What Causes Rain?*
- D** an online thesaurus entry about rain

**STOP** 

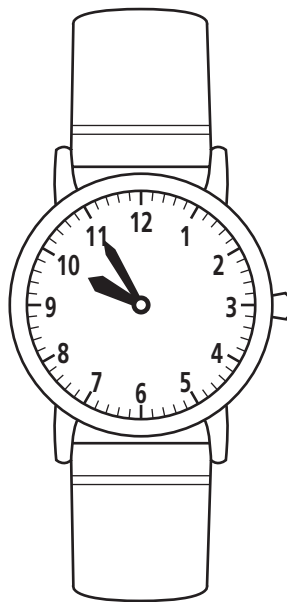
# Mathematics



**Reporting Category:** 1 Mathematical Processes

**Performance Indicator:** 3.1.2 Solve problems involving elapsed time.

- 1** The watch below shows the time Mrs. Quayle started working in her garden.

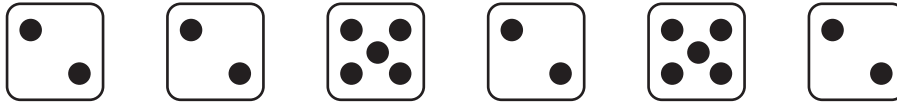


Mrs. Quayle stopped working in her garden 3 hours and 10 minutes later. At what time did Mrs. Quayle stop working in her garden?

- A** 1:00
- B** 1:05
- C** 2:00
- D** 2:05

**2**

Inez rolled six number cubes. Her results are shown below.



What fraction represents the number cubes in this set that landed with 5 dots facing up?

**F**  $\frac{2}{6}$

**G**  $\frac{2}{5}$

**H**  $\frac{1}{2}$

**J**  $\frac{6}{2}$

**Reporting Category:** 1 Mathematical Processes

**Performance Indicator:** 3.1.5 Represent problem mathematically using diagrams, numbers, and symbolic expressions.

**3** Joseph and Luke had a total of 42 sheets of paper. Joseph had 7 sheets. Which expression can be used to find the number of sheets Luke had?

**A**  $42 \div 7$

**B**  $42 - 7$

**C**  $42 \times 7$

**D**  $42 + 7$

**Reporting Category:** 1 Mathematical Processes

**Performance Indicator:** 3.1.7 Select appropriate units and tools to solve problems involving measures.

**4** Mr. Johnson used a thermometer to complete a task. Which could be the task Mr. Johnson completed using a thermometer?

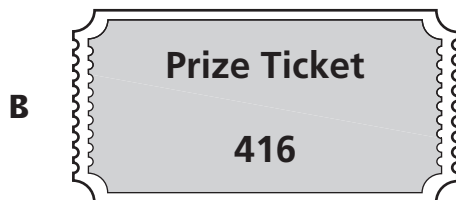
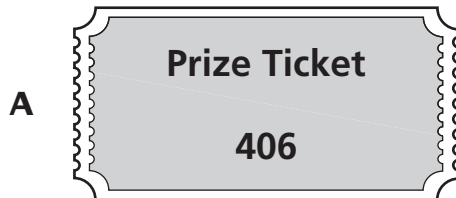
**F** measuring the amount of water in a cup

**G** measuring the temperature in a room

**H** measuring the height of a student

**J** measuring the weight of a box

- 5** The number four hundred sixty is written on a winning prize ticket. Which of these could be the winning prize ticket?



**Reporting Category:** 2 Number and Operations

**Performance Indicator:** 3.2.2 Identify the place value of numbers in the ten-thousands, thousands, hundreds, tens, and ones positions.

**6** Deandre wrote a number using these clues.

- The value of the thousands place is four thousand.
- The digit in the tens place is a one.

Which could be the number Deandre wrote?

**F** 4,921

**G** 24,031

**H** 46,719

**J** 84,015

**Reporting Category:** 2 Number and Operations

**Performance Indicator:** 3.2.3 Convert between expanded and standard form with whole numbers to 10,000.

**7** There were 1,310 people attending a festival. What is the expanded form of the number 1,310?

**A**  $1,000 + 300 + 10$

**B**  $1,000 + 300 + 1$

**C**  $1,000 + 30 + 10$

**D**  $100 + 30 + 1$

**Performance Indicator:** 3.2.4 Compare and order numbers up to 10,000 using the words less than, greater than, and equal to, and the symbols  $<$ ,  $>$ ,  $=$ .

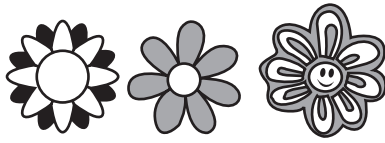
**8** The list below shows the locations and heights of four waterfalls.

- Venezuela — 3,212 feet
- Norway — 2,822 feet
- United States — 2,953 feet
- South Africa — 3,110 feet

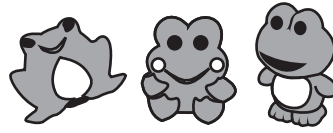
Which number sentence correctly compares two of these heights?

- F**  $2,822 < 3,212$
- G**  $3,110 < 2,953$
- H**  $3,212 < 3,110$
- J**  $3,110 < 2,822$

- 9** Sharonda put her erasers into the groups shown below.



Flowers



Frogs



Insects

Which expression represents the total number of erasers in these groups?

- A**  $3 \times 3$
- B**  $3 + 3$
- C**  $3 + 9$
- D**  $3 \times 3 \times 3$

**Reporting Category:** 2 Number and Operations

**Performance Indicator:** 3.2.6 Recall basic multiplication facts through 10 times 10 and the related division facts.

**10** Which number goes in the  to make the equation true?

$$36 \div \boxed{\phantom{00}} = 9$$

**F** 45

**G** 27

**H** 5

**J** 4

**Reporting Category:** 2 Number and Operations

**Performance Indicator:** 3.2.7 Compute multiplication problems that involve multiples of ten using basic number facts.

**11** A company owns 60 trucks. Each truck contains 20 gallons of fuel. What is the total number of gallons of fuel in these 60 trucks?

**A** 1,200 gallons

**B** 800 gallons

**C** 120 gallons

**D** 80 gallons

*Go On ►*

**Reporting Category:****2 Number and Operations****Performance Indicator:****3.2.8 Solve problems that involve the inverse relationship between multiplication and division.**

**12** Which number sentence is in the same fact family as  $7 \times \square = 21$ ?

**F**  $\square - 21 = 7$

**G**  $7 + \square = 21$

**H**  $21 \div \square = 7$

**J**  $21 \times 7 = \square$

**Reporting Category:****2 Number and Operations****Performance Indicator:****3.2.9 Solve contextual problems involving the addition (with and without regrouping) and subtraction (without regrouping) of two- and three-digit whole numbers.**

**13** A container has 128 ounces of dog food. Another container has 160 ounces of dog food. What is the total number of ounces of dog food in both containers?

**A** 180

**B** 188

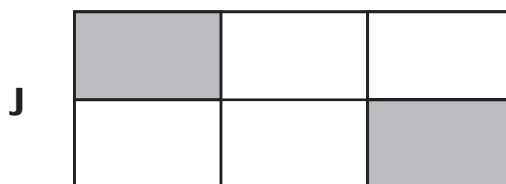
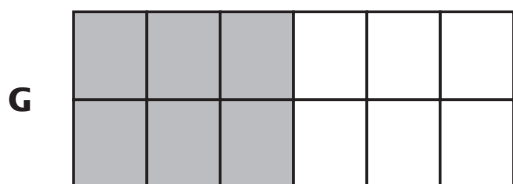
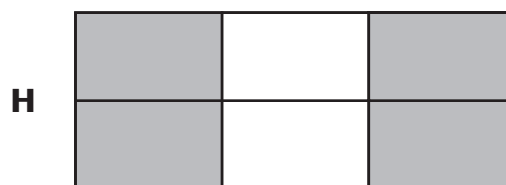
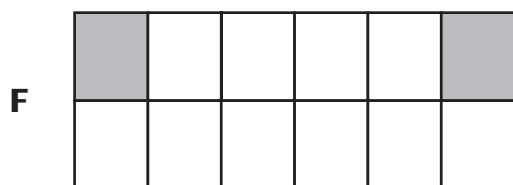
**C** 280

**D** 288

- 14** The model below is shaded to represent a fraction.



Which model is shaded to represent an equivalent fraction?



- 15** The table below shows the number of each kind of coin Jayden has in his pocket.

Coins in Pocket

Kind of Coin	Number of Coin
Penny	4
Nickel	2
Dime	3
Quarter	1

Which fraction best represents the coins in Jayden's pocket that are nickels?

- A**  $\frac{2}{2}$
- B**  $\frac{8}{10}$
- C**  $\frac{2}{8}$
- D**  $\frac{2}{10}$

**Performance Indicator: 3.2.12 Name fractions in various contexts that are less than, equal to, or greater than one.**

**16** Gabriel had one whole pizza.

- The pizza was divided into equal-sized slices.
- Some of the slices were topped with pepperoni, but not all of them.

Which fraction could represent the part of the pizza that was topped with pepperoni?

**F**  $\frac{3}{10}$

**G**  $\frac{10}{10}$

**H**  $\frac{10}{7}$

**J**  $\frac{10}{1}$

**17** Which comparison is true?

**A**  $\frac{4}{7} > \frac{5}{7}$

**B**  $\frac{4}{6} < \frac{4}{8}$

**C**  $\frac{4}{5} > \frac{4}{10}$

**D**  $\frac{7}{7} < \frac{2}{7}$

- 18** Angie and Martin are each completing a word puzzle. Angie has completed  $\frac{2}{4}$  of her puzzle. Martin has completed  $\frac{3}{4}$  of his puzzle. What is the difference between the fraction of the word puzzle Martin has completed and the fraction of the word puzzle Angie has completed?

**F**  $\frac{5}{4}$

**G**  $\frac{1}{0}$

**H**  $\frac{5}{8}$

**J**  $\frac{1}{4}$

**Reporting Category: 3 Algebra****Performance Indicator: 3.3.1 Verify a conclusion using algebraic properties.**

- 19** Mr. Washington received 42 e-mails on Monday. He received 18 e-mails on Tuesday morning and 25 e-mails on Tuesday afternoon. The number sentence below was used to find the total number of e-mails Mr. Washington received on Monday and Tuesday.

$$42 + (18 + 25) = 85$$

Which expression can be used to check this answer using the associative property?

- A**  $(42 + 18) \times (42 + 25)$
- B**  $42 + (25 + 18)$
- C**  $(42 + 18) + 25$
- D**  $42 \times (25 \times 18)$

**Reporting Category: 3 Algebra****Performance Indicator: 3.3.2 Express mathematical relationships using number sentences/equations.**

- 20** A machine wheel spins 10 times per minute while the machine is turned on. Yesterday, the wheel spun 80 times in all. Which number sentence could be used to find the number of minutes the machine was turned on yesterday?

**F**  $10 + \square = 80$

**G**  $10 \times \square = 80$

**H**  $\square - 10 = 80$

**J**  $\square \div 10 = 80$

**Reporting Category:** 3 Algebra

**Performance Indicator:** 3.3.3 Find the missing values in simple multiplication and division equations.

**21** Which number goes in the  to make the number sentence true?

$$8 \times \boxed{\phantom{00}} = 40$$

- A** 48
- B** 32
- C** 6
- D** 5

**Reporting Category:** 4 Geometry and Measurement

**Performance Indicator:** 3.4.1 Recognize polygons and be able to identify examples based on geometric definitions.

**22** Gina wrote some clues about a figure.

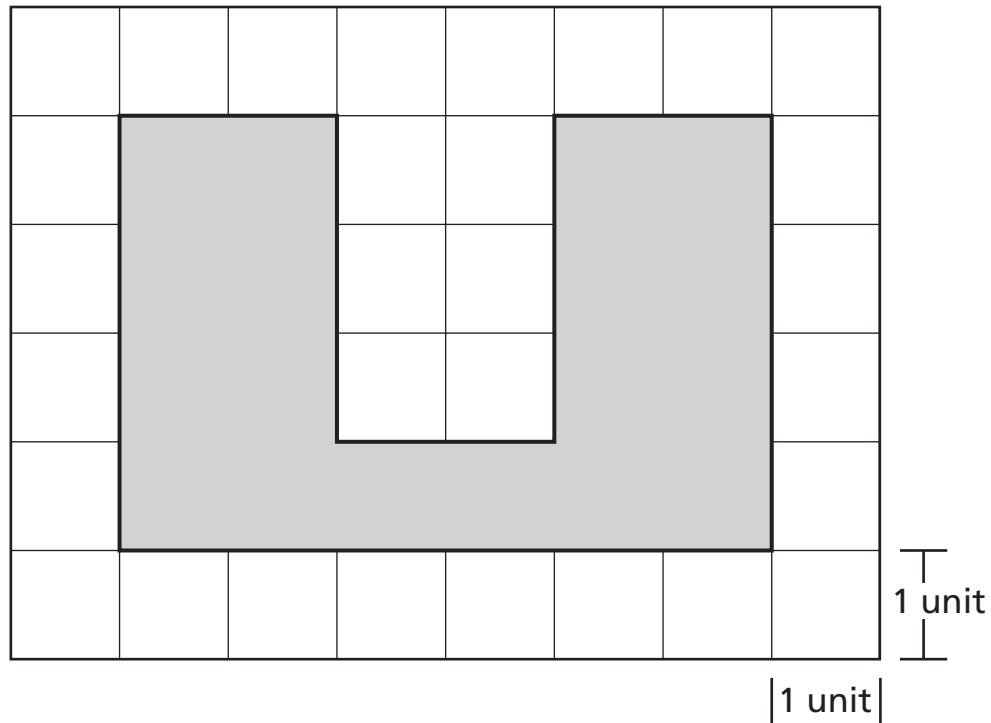
- The figure has 4 sides.
- The figure has 4 angles.
- The figure has only 1 pair of parallel sides.

Which figure could be Gina's figure?

- F** parallelogram
- G** trapezoid
- H** triangle
- J** square

*Go On ►*

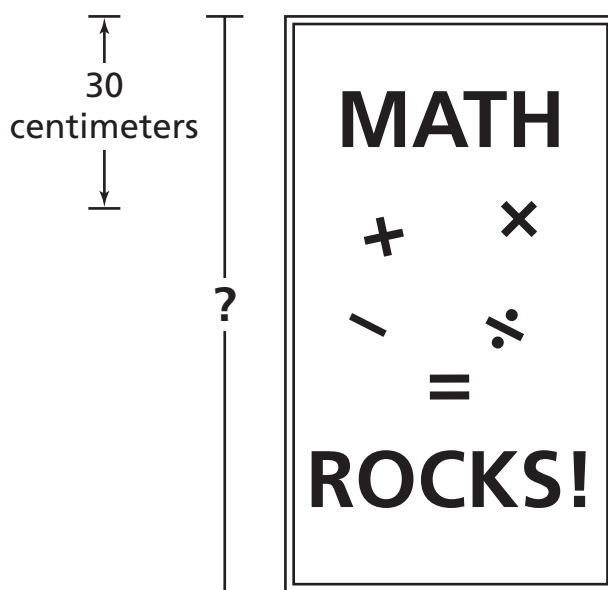
- 23** A figure is shaded on the grid below.



What is the perimeter of the shaded figure?

- A** 18 units
- B** 20 units
- C** 24 units
- D** 26 units

**24** A poster is shown below.



Which estimate is closest to the length of this poster?

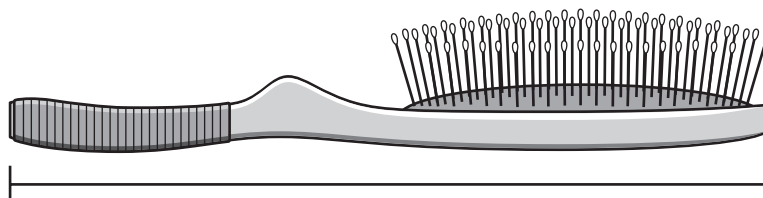
- F** 120 centimeters
- G** 90 centimeters
- H** 60 centimeters
- J** 30 centimeters

**Reporting Category:** 4 Geometry and Measurement

**Performance Indicator:** 3.4.6 Measure length to the nearest centimeter or half inch.

- 25** Use the centimeter side of your ruler to help you solve this problem.

A picture of a brush is shown below.



What is the length of this picture, to the nearest centimeter?

- A** 4 centimeters
- B** 5 centimeters
- C** 10 centimeters
- D** 11 centimeters

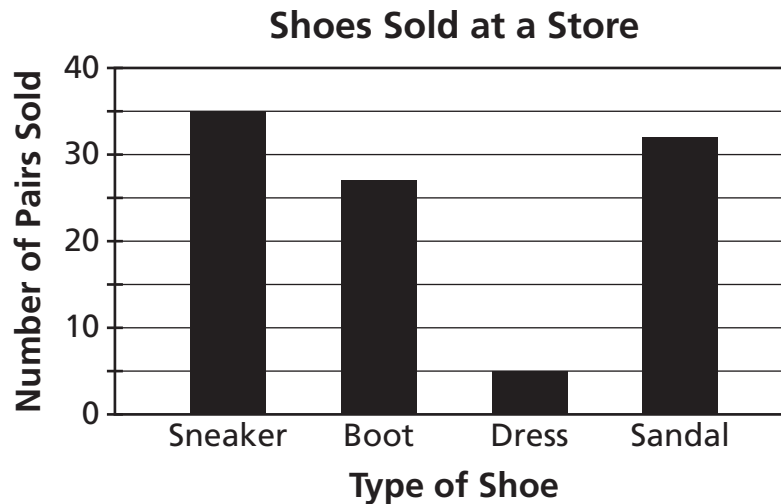
**Reporting Category:** 4 Geometry and Measurement

**Performance Indicator:** 3.4.7 Solve problems requiring the addition and subtraction of lengths.

- 26** Natasha measured the lengths of two cars in the school parking lot. The first car she measured has a length of 174 inches. This length is 68 inches more than the second car she measured. What is the length of the second car Natasha measured?

- F** 242 inches
- G** 132 inches
- H** 116 inches
- J** 106 inches

- 27** The graph below shows the number of pairs of each different type of shoe sold at a store.



Based on the graph, which statement is true?

- A** An equal number of boots and sandals were sold.
- B** Exactly 10 pairs of dress shoes were sold.
- C** More sneakers were sold than sandals.
- D** Exactly 4 pairs of shoes were sold.

- 28** The table below shows the prices of tickets and a parking pass for a festival.

**Festival Prices**

Item	Price
Senior Ticket	\$10
Adult Ticket	\$14
Child Ticket	\$9
Parking Pass	\$6

Candace will pay for 2 adult tickets, 2 child tickets, and 1 parking pass. What is the total amount of money Candace will pay for these tickets and parking pass?

- F** \$22
- G** \$29
- H** \$39
- J** \$52

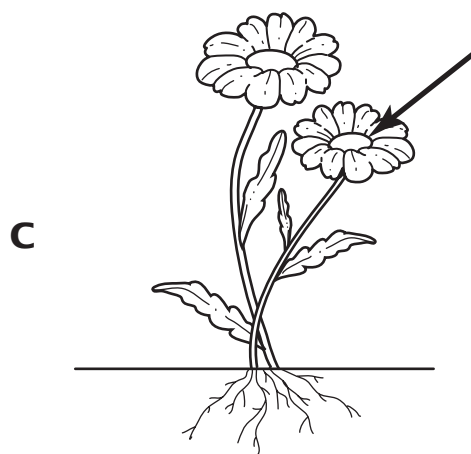
# Science



**Reporting Category:** LIFE SCIENCE 1: Cells, Flow of Matter & Energy, Heredity

**Performance Indicator:** 0307.1.1 Identify specific parts of a plant and describe their function.

**1** In which picture is the arrow pointing to the part of the plant that makes seeds?



*Go On ►*

**Reporting Category:** LIFE SCIENCE 1: Cells, Flow of Matter & Energy, Heredity

**Performance Indicator:** 0307.3.1 Identify the basic needs of plants and animals.

**2** A student makes the list shown below.

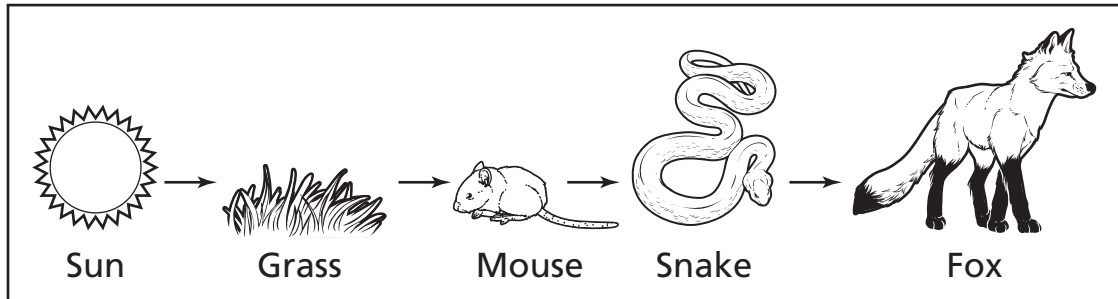
	<u>                    ?</u>
	1. Sunlight
	2. Water
	3. Air

Which of these is the best title for this list?

- F** Basic Needs of Plants
- G** Type of Living Things
- H** Foods that Animals Eat
- J** Weather Forecast

**3**

A food chain is shown below.

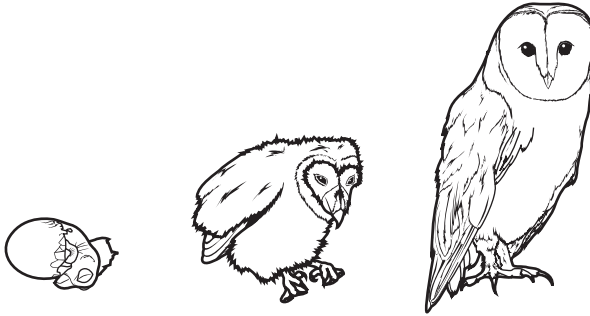


In this food chain, which of these is the energy source for the mouse?

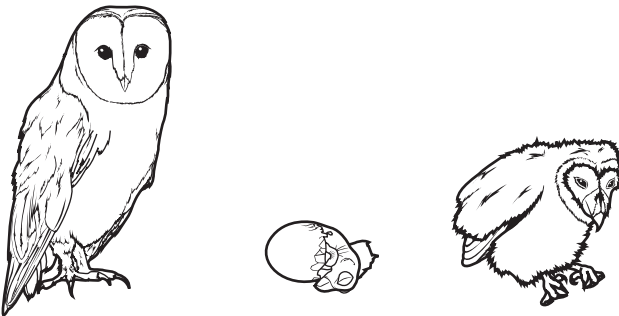
- A** Snake
- B** Grass
- C** Fox
- D** Sun

**4** Which diagram shows how a barn owl changes as it grows?

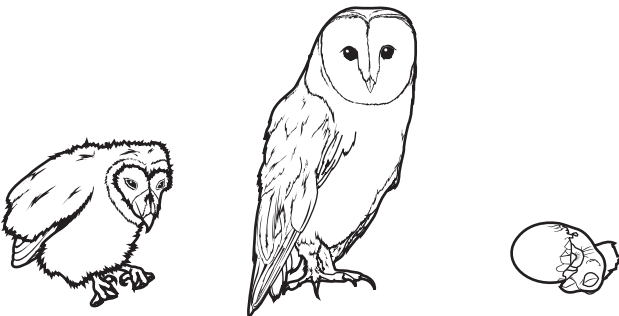
**F**



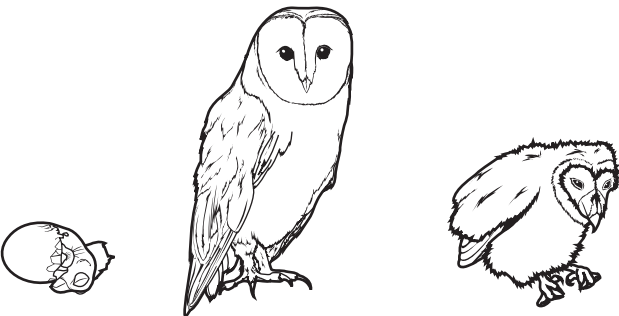
**G**



**H**



**J**



**5**

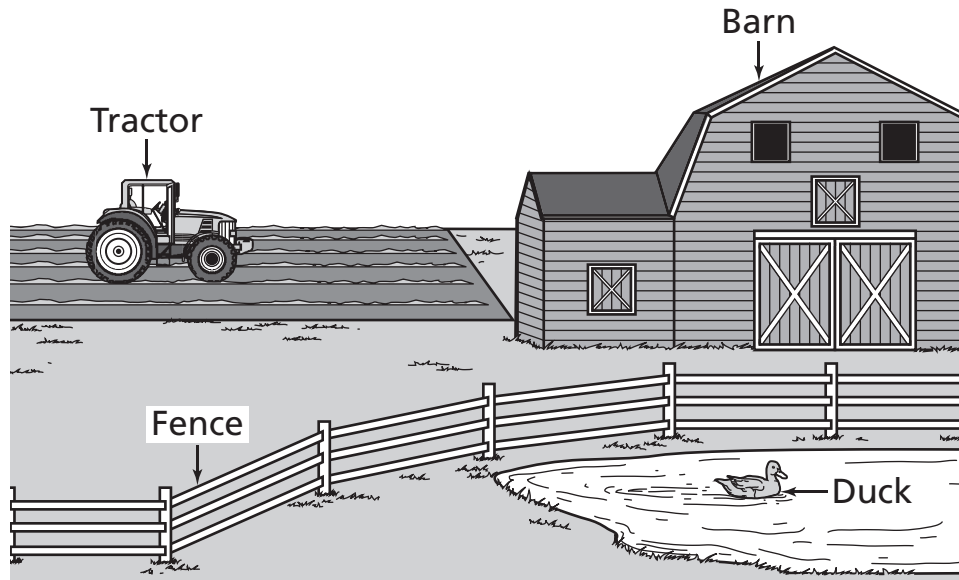
The picture below shows a parent dog with its puppies.



Which of these is least likely to be passed from parent dogs to their puppies?

- A** tail length
- B** fur color
- C** sleep habit
- D** ear shape

**6** A picture of a farm is shown below.



Which object in the picture is a living thing?

- F** Tractor
- G** Barn
- H** Fence
- J** Duck

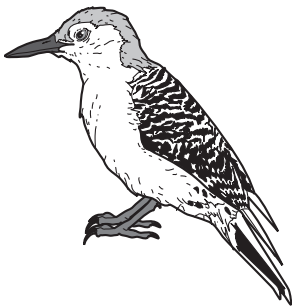
7

The picture shows an egret.



Based on its features, which bird competes with an egret for food?

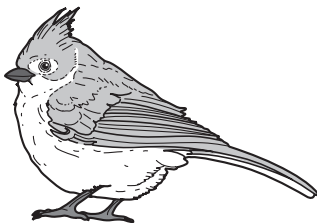
A



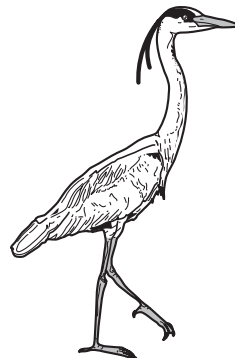
C



B

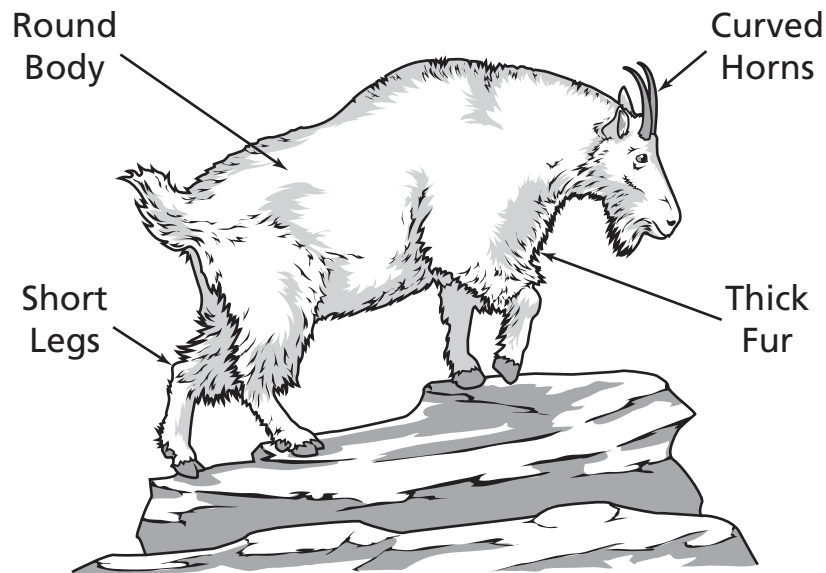


D



**8**

Mountain goats live on steep, rocky hills. Some features of a goat are labeled in the picture below.

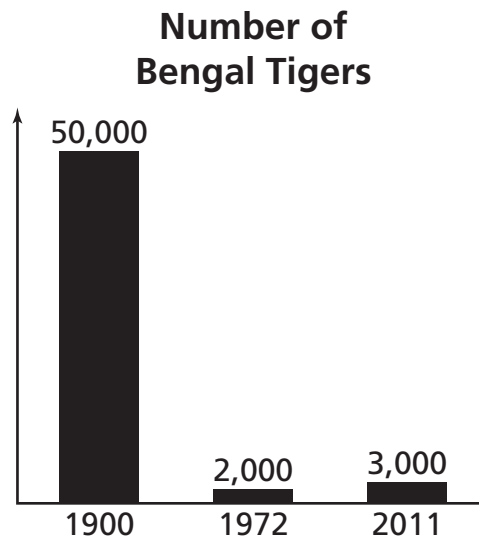


**Which feature of a mountain goat helps it climb steep hills?**

- F** Curved Horns
- G** Round Body
- H** Short Legs
- J** Thick Fur

**9**

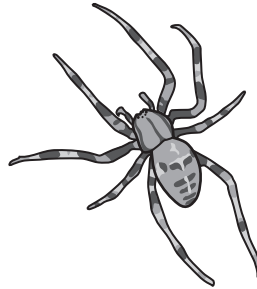
The graph below shows how the number of Bengal tigers has changed over time.



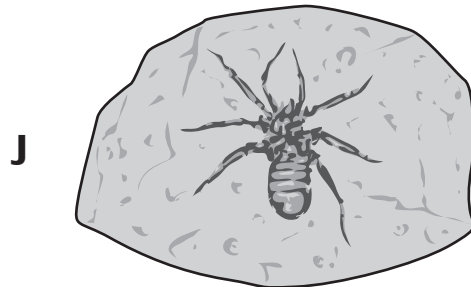
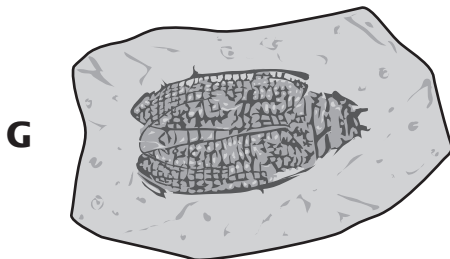
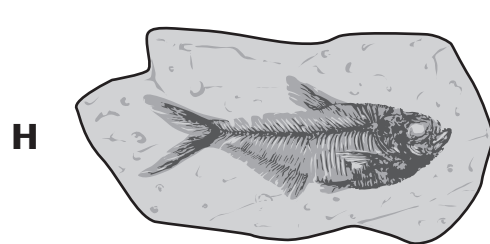
Bengal tigers are best described as

- A** extinct.
- B** thriving.
- C** endangered.
- D** common.

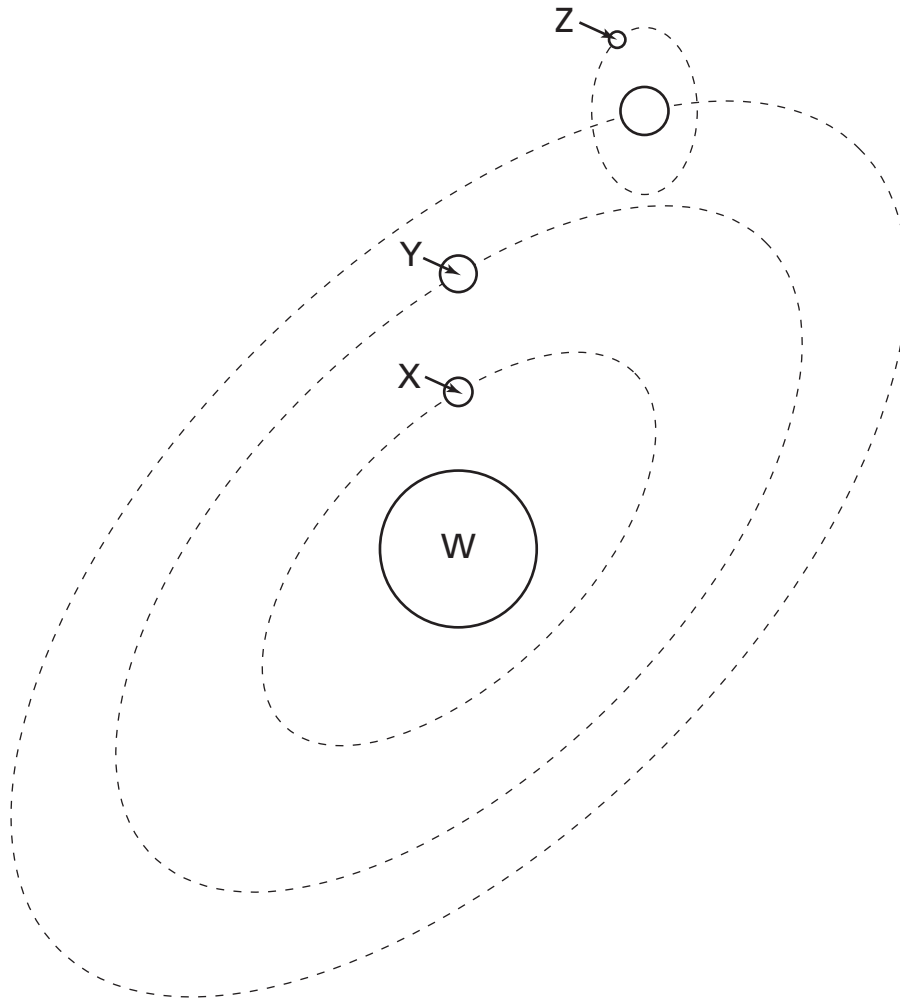
**10** A picture of an organism is shown below.



To which of these fossils is the organism most closely related?



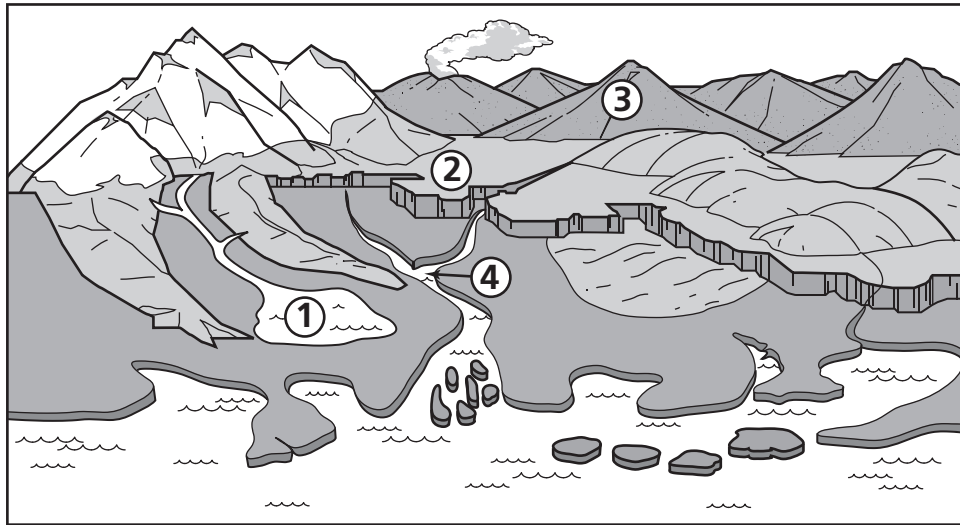
- 11** The drawing shows part of the solar system.



Which object is most likely a moon?

- A** W
- B** X
- C** Y
- D** Z

**12** The drawing below shows some land and water features.



Which chart correctly identifies the features labeled in the drawing?

**F**

1	Lake
2	Plateau
3	Mountain
4	River

**H**

1	Stream
2	Hill
3	Island
4	Pond

**G**

1	Ocean
2	Hill
3	Cave
4	Waterfall

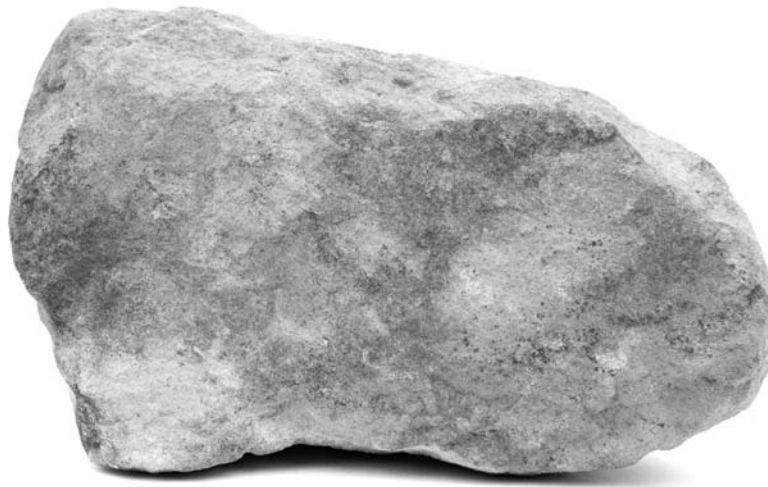
**J**

1	Pond
2	Valley
3	Island
4	Lake

**Reporting Category:** EARTH AND SPACE SCIENCE: The Universe, The Earth, The Atmosphere

**Performance Indicator:** 0307.7.2 Describe how rocks can be classified according to their physical characteristics.

**13** A rock is shown in the picture below.



© Don Nichols/Stockphoto #8793037

What best describes this rock?

- A** The rock looks like a piece of shiny glass.
- B** The rock looks like sand grains glued together.
- C** The rock has large, colorful crystals.
- D** The rock has thin, dark stripes.

*Go On ►*

**Reporting Category:** EARTH AND SPACE SCIENCE: The Universe, The Earth, The Atmosphere

**Performance Indicator:** 0307.7.3 Identify an object as natural or man-made.

- 14** The chart lists some items that teams collected on a school playground.

**Items Collected**

<b>Team W</b>	wood chips, ball, pebbles
<b>Team X</b>	chalk, toy car, leaves
<b>Team Y</b>	sand, rope, twigs
<b>Team Z</b>	rocks, grass, soil

Which team collected only natural objects?

- F** Team W
- G** Team X
- H** Team Y
- J** Team Z

**Reporting Category:** EARTH AND SPACE SCIENCE: The Universe, The Earth, The Atmosphere

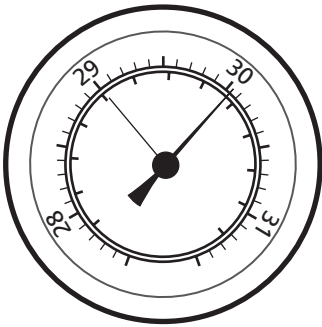
**Performance Indicator:** 0307.7.4 Determine methods for conserving natural resources.

- 15** Which sentence best describes a student reusing a resource?

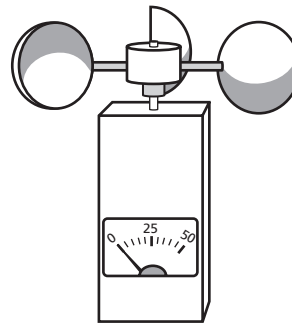
- A** The student walks to school instead of riding in a car.
- B** The student brushes his teeth while water runs from the faucet.
- C** The student puts bottles in a trash can instead of a recycling bin.
- D** The student puts groceries in the same bags every time he shops.

**16** What tool should be used to measure air temperature?

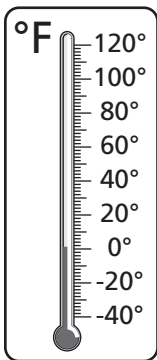
**F**



**H**



**G**



**J**



**Reporting Category:**

**EARTH AND SPACE SCIENCE: The Universe, The Earth, The Atmosphere**

**Performance Indicator:**

**0307.8.2 Match major cloud types with specific atmospheric conditions.**

**17**

A student looked out the window and saw nimbostratus clouds.



These clouds will most likely produce what type of weather?

- A** rainy
- B** sunny
- C** fair
- D** hail

**18**

Students find a white rock on the playground. They want to find out if the rock is pumice. Some characteristics of pumice are listed below.

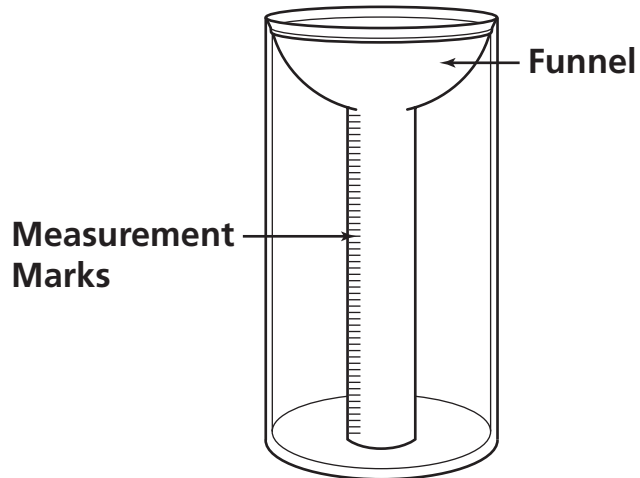
**Some Characteristics  
of Pumice**

1. usually a light color
2. no layers or crystals
3. is lightweight and floats
4. has holes and breaks easily

Which activity will best help the students learn if the rock is pumice?

- F** scratch the rock on a sidewalk to see if it leaves a line
- G** look at the rock with a hand lens to see if it has layers
- H** break the rock open and observe if it contains crystals
- J** place the rock in a container of water and observe if it floats

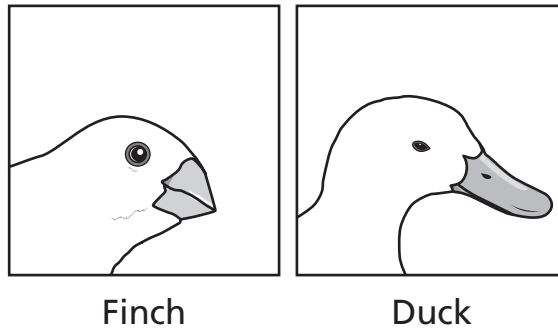
- 19** The tool below captures liquid in the funnel to measure the amount that is collected.



This tool is most likely used to

- A** identify cloud types.
- B** predict changes in air pressure.
- C** forecast the next thunderstorm.
- D** find out how much rain has fallen.

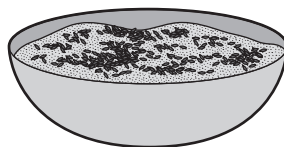
- 20** Pictures of a finch beak and a duck beak are shown below.



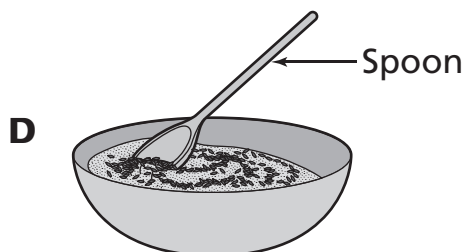
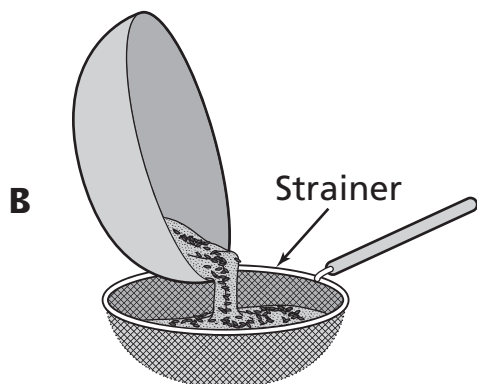
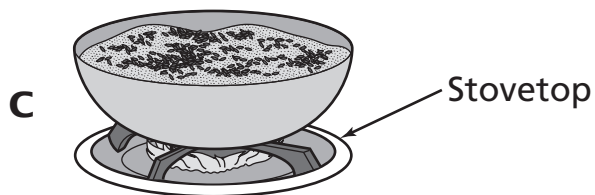
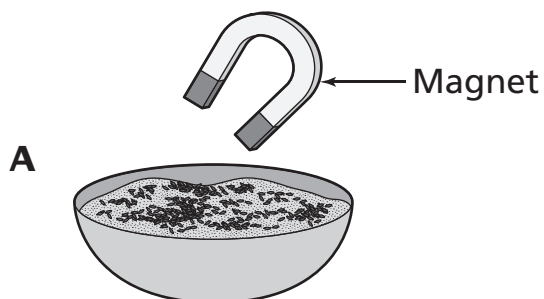
**How are the beaks in the pictures different from each other?**

- F** The finch beak is longer than the duck beak.
- G** The finch beak is darker than the duck beak.
- H** The finch beak is more pointed than the duck beak.
- J** The finch beak is thinner than the duck beak.

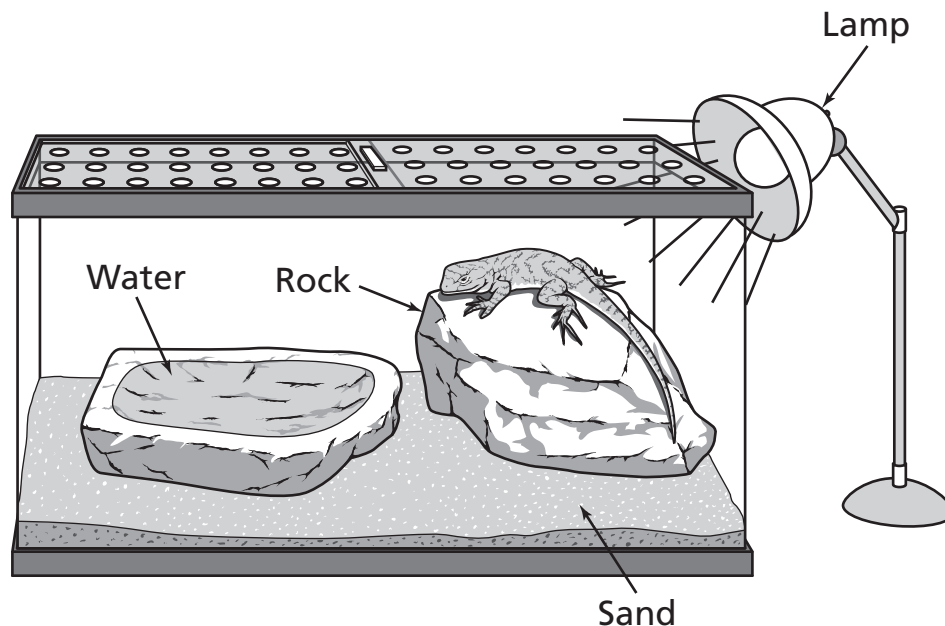
**21** The picture shows a bowl of sand mixed with iron filings.



Which picture shows the best way to separate the iron filings from the sand?



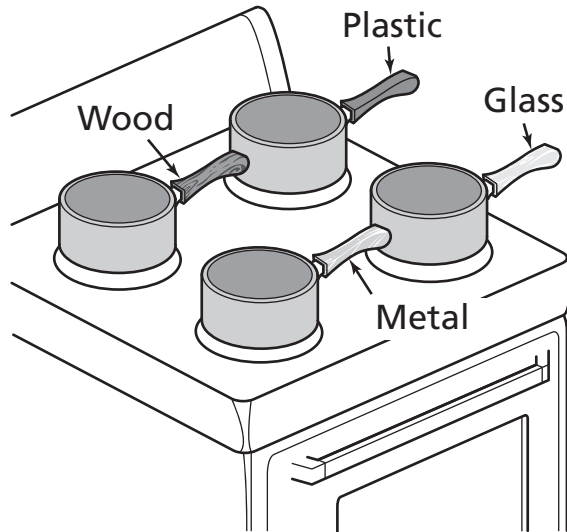
- 22** A teacher keeps a lizard in a tank in a classroom, as shown in the picture below.



The lizard warms its body by absorbing heat from its environment. Which object releases the most heat energy?

- F** Lamp
- G** Water
- H** Rock
- J** Sand

- 23** Four pots of water are put on a stove. Each pot is heated with the same heat setting.

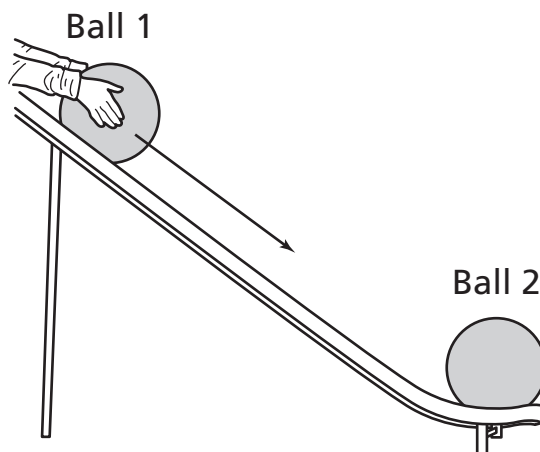


Which handle will most likely be the hottest after five minutes?

- A** Wood
- B** Plastic
- C** Metal
- D** Glass

**24**

The picture below shows two balls on a slide. The arrow shows the direction that Ball 1 will move when it is let go.

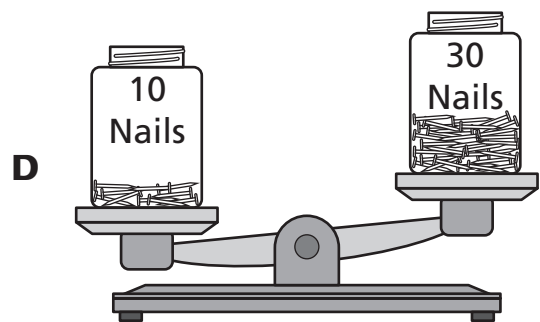
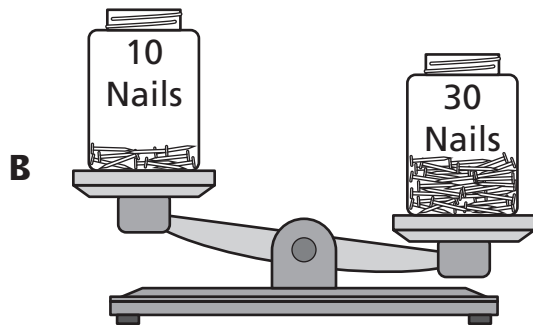
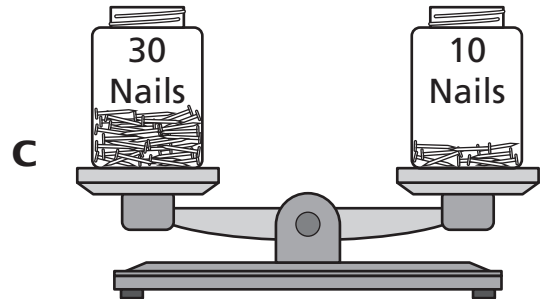
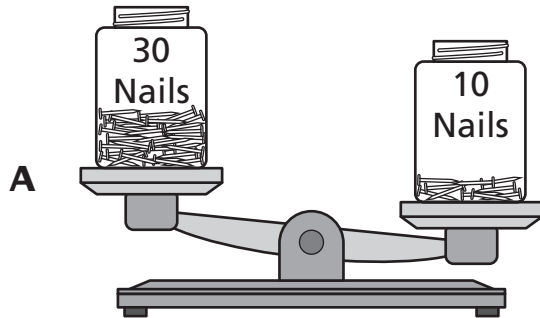


What will happen to Ball 2 when it is hit by Ball 1?

- F** Ball 2 will move up and over the side.
- G** Ball 2 will move forward and down.
- H** Ball 2 will move under Ball 1.
- J** Ball 2 will move over Ball 1.

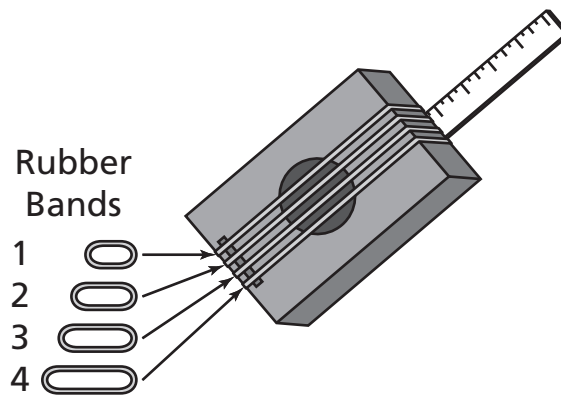
**25**

Students put 10 nails in one jar and 30 nails in another jar. All the nails are identical, and both jars have the same mass. Which picture shows how a scale with the two jars would look?



**26**

A student made a guitar from a box, a ruler, and four rubber bands. Each rubber band was a different length.



Which rubber band will make the sound with the highest pitch when it is plucked?

- F** 1
- G** 2
- H** 3
- J** 4

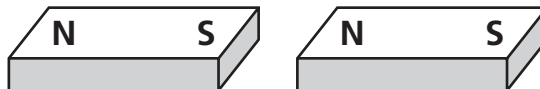
- 27** A child makes sounds by blowing over an open bottle of water.



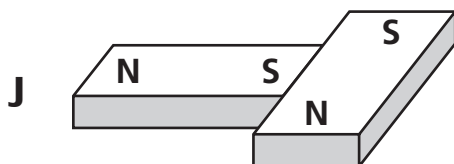
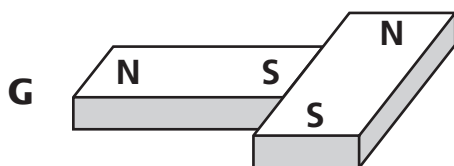
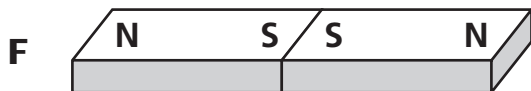
**Which action will make the sound higher in pitch?**

- A** blow harder across the top of the bottle
- B** blow gently across the top of the bottle
- C** put more water in the bottle
- D** pour the water out of the bottle

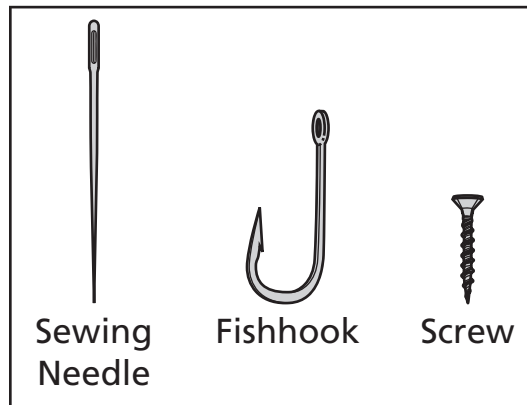
- 28** A child has two magnets like the ones shown below.



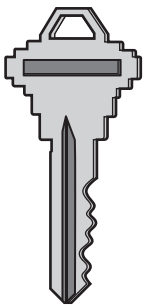
What will happen when the magnets are pushed closer together?



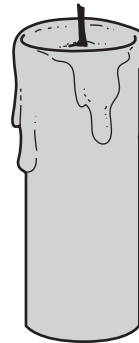
- 29** A student placed three objects that were attracted to a magnet into the group below.

**Objects Attracted to Magnet**

What other object should be placed in this group?

**A**

Steel Key

**C**

Wax Candle

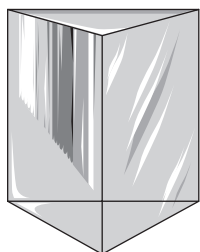
**B**

Rubber Eraser

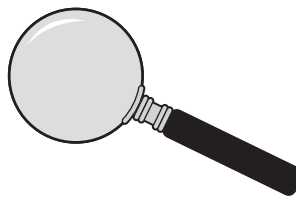
**D**

Glass Marble

**30** Which tool will students most likely use to make the legs on an ant look larger?

**F**

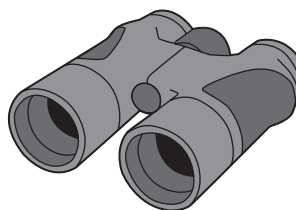
Prism

**H**

Magnifying Glass

**G**

Telescope

**J**

Binoculars

# Social Studies



**Reporting Category:** 1 Economics

**Performance Indicator:** 3.2.1 Distinguish the differences between a natural resource and finished product.

**1** Which picture shows a natural resource?

**River**



**Clock**



**Bench**

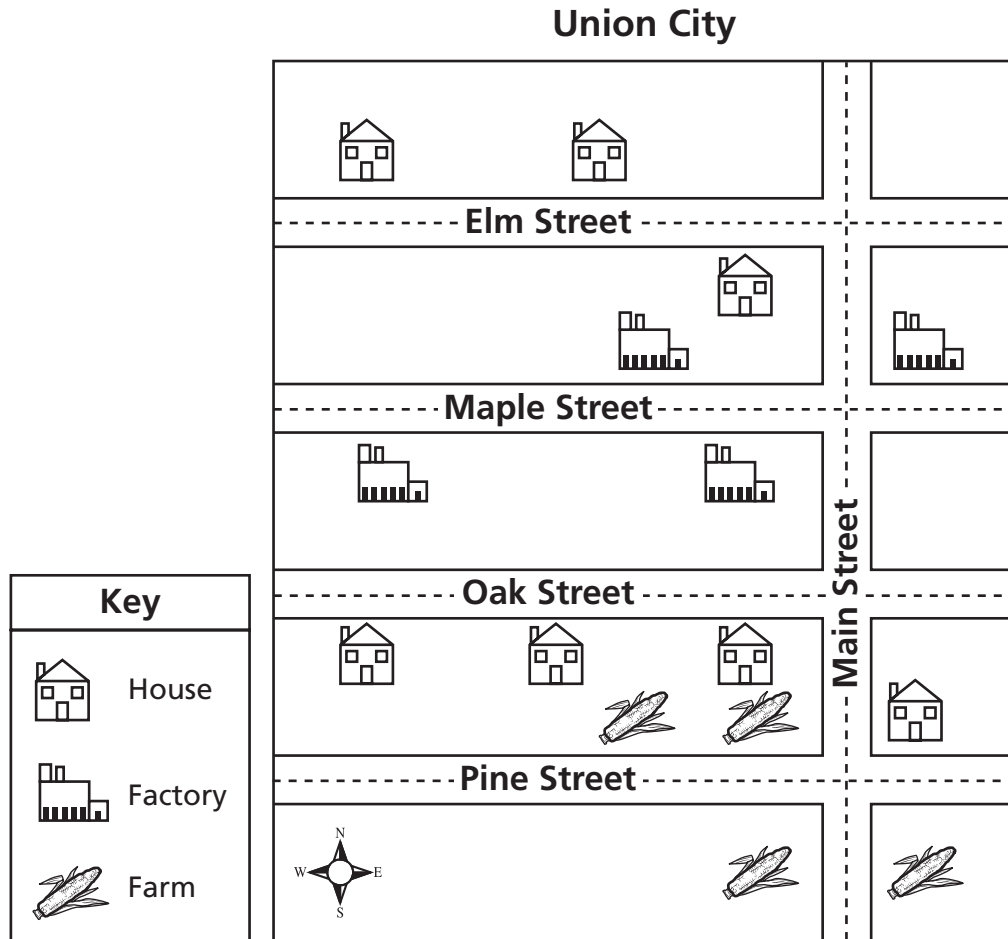


**Ladder**



**2**

Study the map below.



Based on the map, which street has the most industrial places?

- F** Elm Street
- G** Maple Street
- H** Oak Street
- J** Pine Street

*Go On ►*

**3** Study the chart below.

          ?

<b>Products People in the United States Buy</b>	<b>Some Countries Where Products Are Made or Grown</b>
Cars	Japan and Germany
Chocolate	Belgium and Switzerland
Coffee	Costa Rica and Guatemala
Clothes	China and Mexico

What is the best title for the chart?

- A** Places Around the World
- B** Foods from Different Cultures
- C** Types of Natural Resources
- D** Goods That Are Imported

Reporting Category: 1 Economics

Performance Indicator: 3.2.4 Differentiate the difference between producer and a consumer using a picture.

4 Which picture shows a person acting like a consumer?

F



© Nathan Allred/Stockphoto #11792076

H



© Eric Hood/Stockphoto #16044332

G



© iofoto/Stockphoto #4462411

J



© Eliza Snow/Stockphoto #8154357

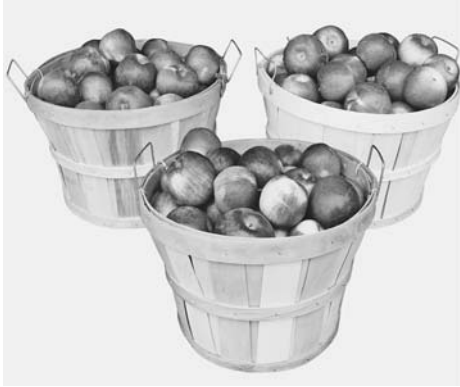
Go On ►

Reporting Category: 1 Economics

Performance Indicator: 3.2.5 Differentiate between money and barter economies.

- 5 Which picture shows what a farmer would receive in exchange for crops in a money economy?

A



© Dole/Dreamstime #6777396

C



© Fotobey75/Dreamstime #1592920

B

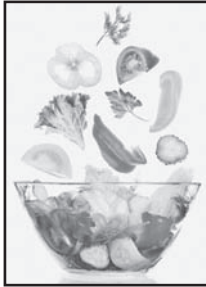


© Thejdawg/Dreamstime #3263782

D



© Vibrous/Dreamstime #11781171

**6** Study the pictures below.

①



②



③



④

Which picture is an example of a want?

**F** 1**G** 2**H** 3**J** 4

**7** Which picture shows someone using a service provided by the government?

**Bakery**

**A**



© Paha\_/Dreamstime #8632464

**Movie Theater**

**C**



© Paha\_/Dreamstime #15690377

**Water Park**

**B**



© kal19/Stockphoto #16528047

**Library**

**D**



© Monkeybusinessimages/  
Dreamstime #4979405

**8**

**Study the sign below.**



**What should good citizens do when they see the sign?**

- F** stop their cars
- G** follow the traffic law
- H** look for animals crossing the road
- J** watch out for children playing nearby

*Go On ►*

**9** Study the picture below.



**What are the girls in the picture doing?**

- A** reading different books
- B** fighting with each other
- C** throwing toys on the floor
- D** cooperating with each other

**Reporting Category:** 3 Human Geography

**Performance Indicator:** 3.1.1 Recognize some of the major components of a culture (i.e., language, clothing, food, art, and music).

**10** What should Chris do to learn about the culture of another country?

- F** read a book about dinosaurs
- G** talk to his neighbors from Alabama
- H** visit a museum with art from Mexico
- J** ride his bicycle to the playground

**Reporting Category:** 3 Human Geography

**Performance Indicator:** 3.1.2 Determine the similarities and differences in the ways different cultural groups address basic human needs (i.e., food, water, clothing, and shelter by interpreting pictures).

**11** Study the information below.

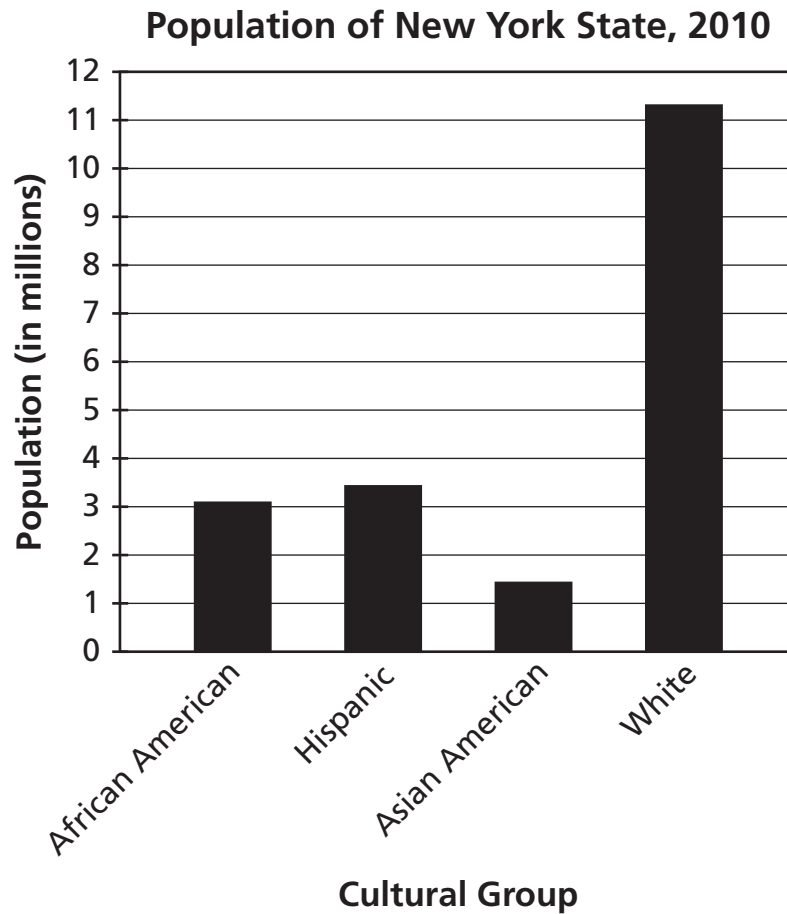
Jill lives in a big city in the United States, and Paul lives in a big city in Great Britain. They both eat eggs for breakfast.

How will Jill and Paul most likely get eggs for their breakfast?

- A** They will go to the store to buy eggs.
- B** They will barter with neighbors for eggs.
- C** They will trade goods for eggs from farmers.
- D** They will get eggs from the chickens they raise.

*Go On ►*

**12** Study the graph below.



Source: U.S. Census Bureau

**Based on the bar graph, which group has the smallest population?**

- F** African American
- G** Hispanic
- H** Asian American
- J** White

**13** Study the map below.



Which country on the map is a place where Spanish is the main language?

- A** Guatemala
- B** Egypt
- C** Russia
- D** China

**Reporting Category:** 3 Human Geography

**Performance Indicator:** 3.6.3 Recognize major global concerns (i.e., pollution, conservation of natural resources, global warming, destruction of rain forest).

**14** Study the page below.

Table of Contents	
Chapter 1	Reasons Water Is Important.....2
Chapter 2	Reasons to Save Water .....6
Chapter 3	Ways to Save Water .....8

Based on the page, this book is most likely about

- F** pollution.
- G** conservation.
- H** global warming.
- J** forest destruction.

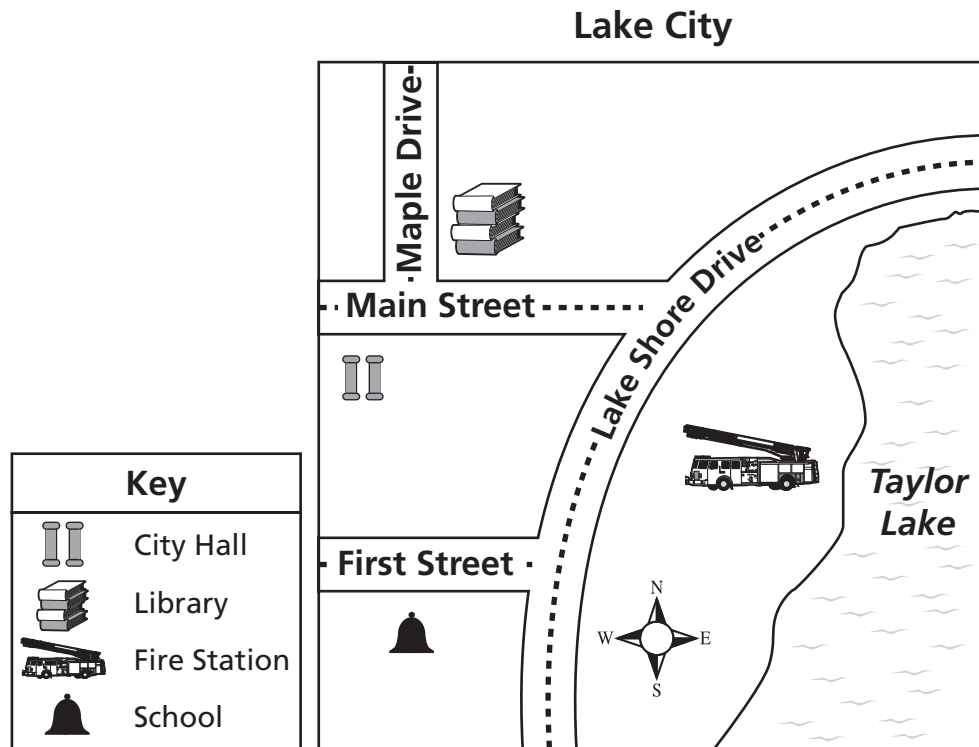
**Reporting Category:** 4 Physical Geography

**Performance Indicator:** 3.3.1 Identify the major physical components of the world (i.e., oceans, equator, continents, and hemispheres).

**15** Which sentence best describes the equator?

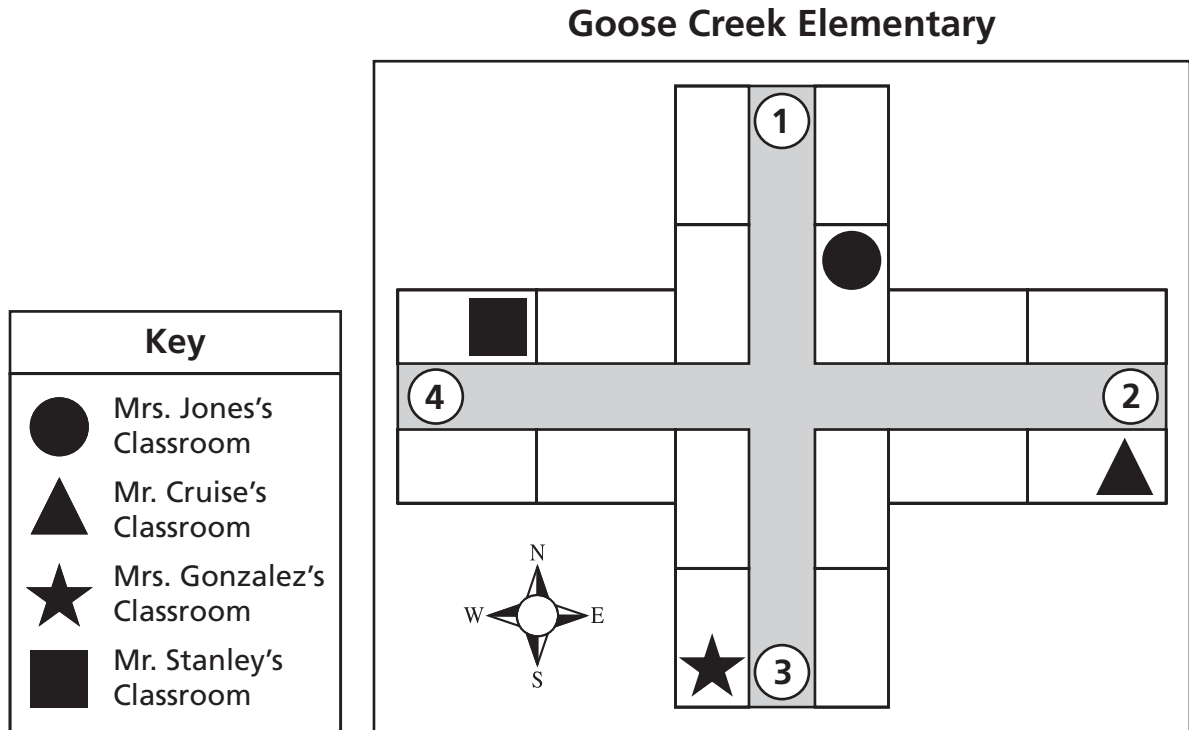
- A** It is the smallest continent.
- B** It measures distances east and west on Earth.
- C** It divides Earth into two hemispheres.
- D** It is the largest body of water.

**16** Study the map below.



Which building is located closest to the lake?

- F** City Hall
- G** Library
- H** Fire Station
- J** School

**17** Study the map below.

Based on the map, in which hallway is Mrs. Gonzalez's classroom located?

- A** 1
- B** 2
- C** 3
- D** 4

**Reporting Category: 4 Physical Geography**

**Performance Indicator: 3.3.4 Use absolute and relative locations to identify places on a map (i.e., north, south, east, west, borders, lines of longitude and latitude, the equator, the north and south poles).**

**18** Study the map below.

**Continental United States**



**Based on the map, which state borders Texas?**

- F** Utah
- G** Kansas
- H** Virginia
- J** Louisiana

*Go On ►*

**Reporting Category:** 4 Physical Geography

**Performance Indicator:** 3.3.5 Identify basic components of Earth's systems (i.e., landforms, water, climate, and weather).

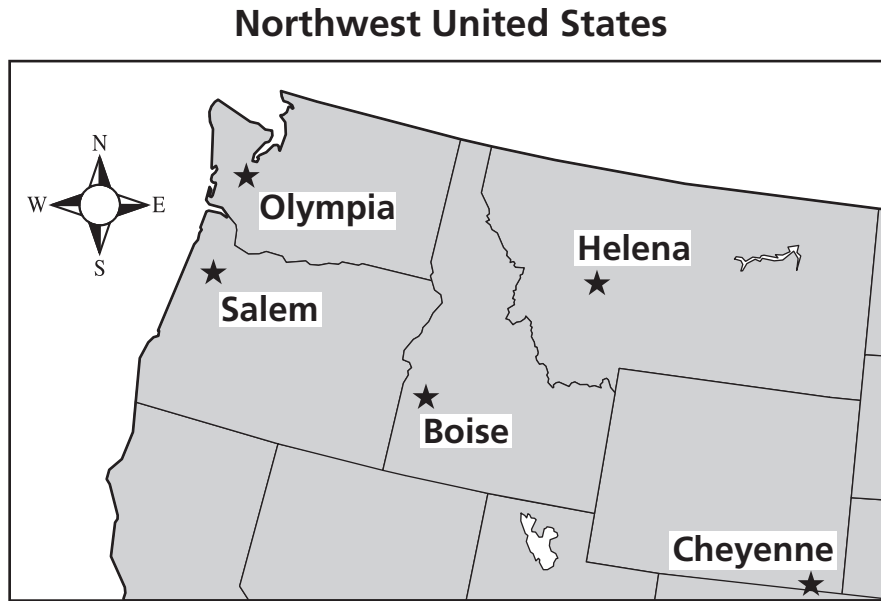
**19** Study the picture below.



**Which landform is shown in the picture?**

- A** plateau
- B** island
- C** plain
- D** glacier

**20** Study the map below.



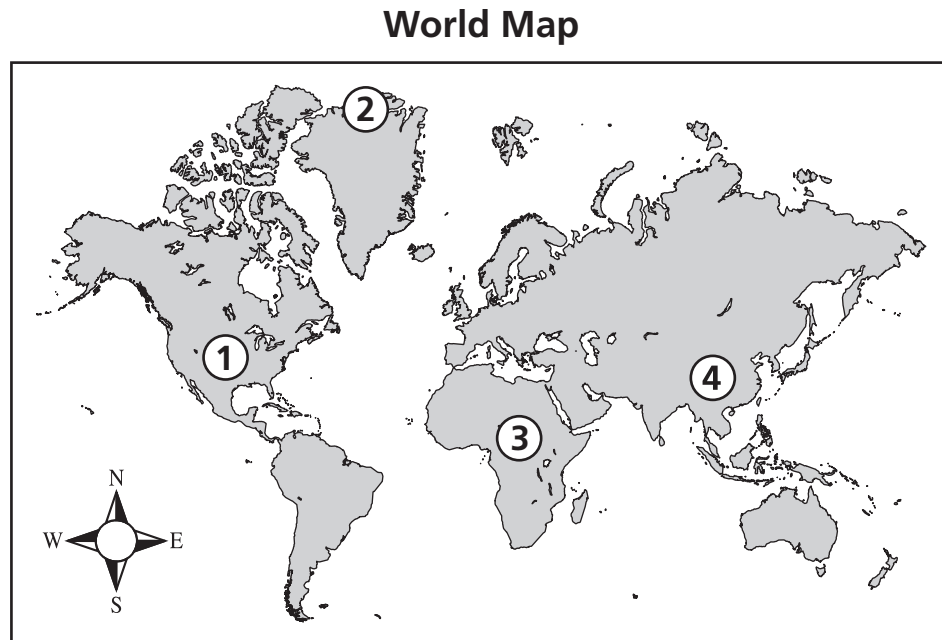
**Which capital city is located south and east of Boise?**

- F** Salem
- G** Olympia
- H** Helena
- J** Cheyenne

**Reporting Category:** 4 Physical Geography

**Performance Indicator:** 3.3.7 Determine the climate of a specific region of the world using a map.

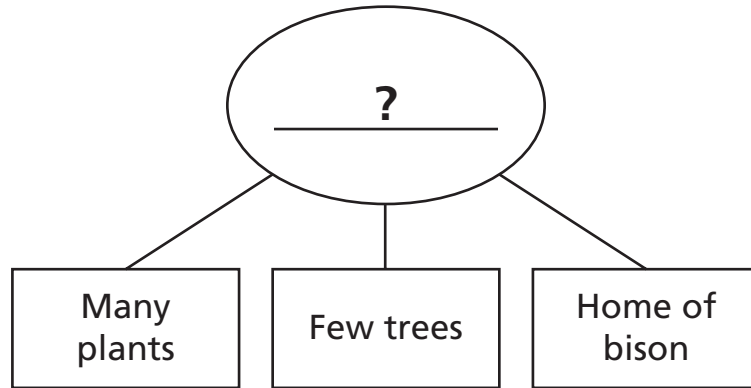
**21** Study the map below.



Which number on the map is located in a polar climate?

- A** 1
- B** 2
- C** 3
- D** 4

**22** Study the diagram below.



Which ecosystem best completes the diagram?

- F** Desert
- G** Rain Forest
- H** Grassland
- J** Arctic

**Reporting Category:** 4 Physical Geography

**Performance Indicator:** 3.3.9 Recognize the identifying characteristics of certain geographic features (i.e., peninsula, islands, continents, mountains, rivers, deserts, oceans, and forests).

**23** Study the picture below.



© Pierluigi D'Eramo/Stockphoto #13202834

**Which geographic feature is shown in the picture?**

- A** peninsula
- B** forest
- C** island
- D** plain

**Reporting Category:** 5 History

**Performance Indicator:** 3.5.1 Label historical events as past, present and future.

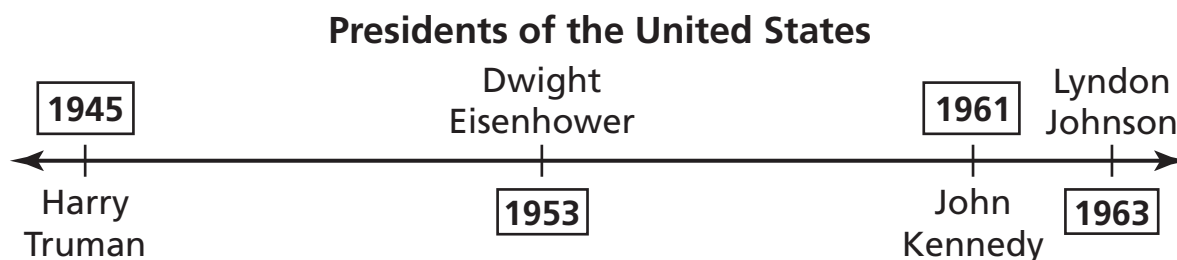
**24** Which sentence tells about an event that is happening in the present?

- F** Davy Crockett was born in Tennessee in 1786.
- G** Davy Crockett served in the Tennessee legislature.
- H** The class is studying the life of Davy Crockett today.
- J** The state will name a street after Davy Crockett next month.

**Reporting Category:** 5 History

**Performance Indicator:** 3.5.2 Use a timeline to determine the order of a historical sequence of events.

**25** Study the timeline below.



**Which sentence about this timeline is correct?**

- A** Harry Truman became president after Dwight Eisenhower.
- B** Dwight Eisenhower became president before John Kennedy.
- C** John Kennedy became president after Lyndon Johnson.
- D** Lyndon Johnson became president before Harry Truman.

*Go On ►*

**26** Study the passage below.

How well I remember my pretty little green satin hood, lined inside with pink. . . . [Mother] had a wonderful [skill]; she had but to see a thing of any style of dress or coat, or what-not, and she would come home and cut it out. People used to wonder at it.

— *Autobiography of Amanda Smith*, 1893

**Based on the passage, Amanda’s mother was very good at**

- F** buying clothes.
- G** washing clothes.
- H** ironing clothes.
- J** making clothes.

# Reading and Language Arts Answer Key

1	C
2	J
3	D
4	J
5	B
6	H
7	D
8	J
9	C
10	H
11	B
12	F
13	A
14	J
15	B

16	J
17	B
18	G
19	A
20	G
21	A
22	G
23	B
24	G
25	A
26	G
27	C
28	F
29	C
30	F

31	D
32	H
33	D
34	G
35	A
36	F
37	B
38	H
39	A
40	H
41	C
42	F
43	D
44	F
45	A

46	G
47	B
48	H
49	C
50	G
51	D
52	G
53	D
54	H
55	B
56	F
57	C

# Mathematics

## Answer Key

1	B
2	F
3	B
4	G
5	C
6	J
7	A

8	F
9	A
10	J
11	A
12	H
13	D
14	H

15	D
16	F
17	C
18	J
19	C
20	G
21	D

22	G
23	D
24	G
25	C
26	J
27	C
28	J

## Science Answer Key

1	C
2	F
3	B
4	F
5	C
6	J
7	D
8	H

9	C
10	J
11	D
12	F
13	B
14	J
15	D
16	G

17	A
18	J
19	D
20	H
21	A
22	F
23	C
24	G

25	B
26	F
27	C
28	H
29	A
30	H

## Social Studies Answer Key

1	A
2	G
3	D
4	G
5	D
6	H
7	D

8	G
9	D
10	H
11	A
12	H
13	A
14	G

15	C
16	H
17	C
18	J
19	A
20	J
21	B

22	H
23	C
24	H
25	B
26	J



**Tennessee Comprehensive Assessment Program**  
**Achievement Test ~ Grade 3**  
**Item Sampler**  
**Version B**